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ABSTRACT

The career education activities in the guide are designed to be integrated with the school curriculum at the third grade level. They sould be used selectively according to class needs and cababilities. A primary philosophy, how to use the guide, concepts to develop (K-6), and third grade objectives are outlined. Third grade career education activities have been organized as they relate to four personal and world-of-work oriented objectives. Units, primarily in the language arts and social studies areas, cover: (1) many methods of developing positive self-concepts and attitudes toward the world of work, and (2) the study of, and field trips to, a wide variety of occupations and industries. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes reading, filmstrips, writing, discussions, drawing, field trips, singing, picture location, interviewing parents, plays, and games. Guidelines for resource people and field trips, a suppliers' address list, and an interviewing guideline for intermediate grades are appended. (Author/NH)

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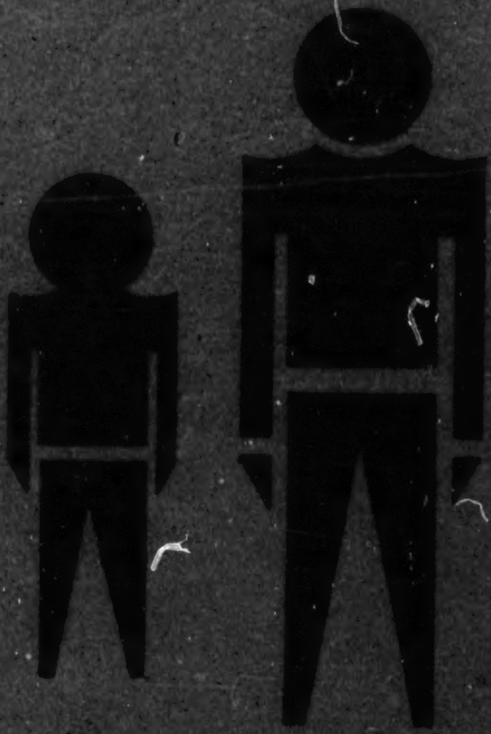
CAREER EDUCATION

NORTH DAKOTA



K - 12

CLASSROOM ACTIVITIES

ELEMENTARY

THIRD

CE 003 323

GUIDELINE OF
CAREER EDUCATION ACTIVITIES

A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL
GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION
FOR THE CHANGING WORLD OF WORK

Preliminary draft compilation for field-testing purposes in the Bismarck School District No. 1 and other selected schools in North Dakota.

Materials researched and compiled by personnel in the Bismarck Public Schools in conjunction with the State Board for Vocational Education.

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BUY NORTH DAKOTA PRODUCTS"

PRIMARY PHILOSOPHY

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child if he is to have a secure and meaningful life.

Career education in the Primary Grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.

Primary

How to Use Guide:

Career Education activities in this manual are reference materials that are designed to be integrated with the school curriculum. Many activities are offered with the idea that they may be used selectively according to your class needs and capabilities, keeping in mind the broad objectives. Also, in several activities an abundance of resource material is listed which should be used selectively.

These activities are designed to make primary children more aware of the World of Work.

At K-3 levels the material is primarily in the field of Social Studies with spin-offs into other subject areas. Each activity contains the technique for teaching and resource materials that address themselves to career education objectives.

On the following pages is the table of contents listing both the subject areas and the objective areas.

* Resource materials that have asterisks are available for check-out from State Board for Vocational Education, 900 East Boulevard-Telephone 224-2710

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency
2. Geographical location determines kinds of work found there in.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, Art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.

CONCEPTS OF DEVELOP (Grades K-6) Cont.

26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.

THIRD GRADE OBJECTIVES

I. To develop positive self concepts

  A. To learn to live with success and failure

  B. To develop healthy attitudes toward change

  C. To set realistic goals in light of interest and abilities (lightly)

  D. To develop healthy attitude toward work

  E. To develop healthy attitude toward play

II. To develop positive attitudes toward world of work

  A. Work has dignity

    1. People work for various rewards and satisfactions

      a. To learn that you earn money for the work you do.
      b. Satisfactions other than monetary
      c. To develop a sense of values

    2. All jobs are important

    3. Jobs have different stigma but these don't distract from importance

  B. People have dignity

    1. People have special talents

      a. They change
      b. They develop

    2. People have special interests

      a. They change
      b. They develop

    3. People have different personalities

    4. All workers are dependent on one another

    5. Cooperation is necessary in order to get job completed.

III. To provide information about the world of work

   A. Different jobs require different abilities

   B. Develop an understanding that basic skills develop in school and have a direct relationship to preparation for the world of work.

IV. To provide general observational experiences of the world of work

   A. On jobs

   B. On experiences

   C. On attitudes

THIRD GRADE TABLE OF CONTENTS
BY OBJECTIVES

I. Positive Self Concept

Pg. 1 Similarities and Differences
2 Feelings
3 Open-ended Stories (values)
4 Family Relationships
5 Setting Personal Goals
6 Initiative
7 Attitude Toward Leisure Time
8 Summary of Films on Values

II. Positive Attitudes Toward the World of Work

Pg. 9 Introduction of Occupations
10 Parents Work
11 Overcoming Handicaps
12 Newspaper Introduction
13 Newspaper. Bulletin Board (Related to Workers)
14 Observation at Newspaper Plant
15 Newspaper Bulletin Board (Current News)
16 Setting up class newspaper

III. Provide Information About the World of Work

pg. 17 Study and Observation of Radio and Television
18 Trees and Lumber
19 Dependency on Trees
20 Postal Service and Letter Writing
21 Telephone Study
22 Language Through Codes
23 Telegraph
24 Codes
25 Public Utilities
26 Government Officials
27 Cotton Industry
28 Clothing and Occupations
29 North Dakota Industries
30 Occupations Outside the Community
31 Introduction to Transportation
32 Tour of City (bus)
33 Transportation by Bus
34 Travel by Foot
35 Transportation by Auto
36 Transportation and Uses of Trucks
37 Transportation by Water
38 Transportation by Rail
39 Transportation by Air
40 Space Travel
41 Fireman
42 Dentist
43 Nutrition and Food Service
44 Amateur and Professional Athletics
45 Locality affects availability of jobs
46 Working with money
47 Fine arts (music, theater and art)

Third Grade Table of Contents
By Objective (continued)

IV. Observational Experiences of the World of Work

Pg. 7 Resource Person on Hobbies
9 Resource Person on Various Occupations
11 Handicapped resource person - Visit Vocational Rehabilitation Center
12 Field Trip to Newspaper Plant
17 Visit Radio and T. V. Studios - Resource Person
18 Visit Lumberyard and/or Nursery - Resource Person
20 Field Trip to Post Office - Resource Person
21 Visit Telephone Company - Resource Person
23 Resource Person
25 Tour of Utility Plants
26 Tour City Hall, State Capitol, County Court House Resource Person
27 Field trip to department store
28 Field trip to clothing manufacturing plant
30 Field trip to a furniture store
32 Tour of city
33 Field Trip to the Bus Depot
35 Field Trip to Automobile Dealer
36 Field trip to a Truck Company
38 Field Trip to a Train Depot
39 Field Trip to Airport
41 Resource Person or Field Trip to Fire Department
42 Resource Person from Dental Office or Field Trip to Dentist's Office
43 Resource person on nutrition
44 Resource person on Athletics
45 Resource Person - Interviewing Parents
46 Resource Person from the Bank or Field Trip to the Bank

THIRD GRADE TABLE OF CONTENTS
(by Subject)

I. To Develop Positive Self Concepts

Pg. 1 Language Arts — Similarities and Differences
2 " " — Feelings
3 " " — Values - Open ended(stories)
4 " " — Positive Parent Relationships
5 " " — Setting Personal Goals
6 " " — Initiative
7 " " — Attitude Towards Leisure time
8 " " — Summary of Films on Values

II. Develop Positive Attitudes Towards World of Work

Pg. 9 Social Studies — Introduction of Occupations
10 Social Studies & Language Arts — Parents Work
11 Social Studies & Language Arts — Overcoming Handicaps
12 Social Studies — Newspaper Introduction
13 " " — Newspaper (related to workers) - bulletin board
14 " " — Observation at Newspaper plant
15 " " — Newspaper bulletin (current news)
16 " " — Setting Up a Class Newspaper

III. Provide Information About the World of Work

Pg. 17 Social Studies & Language Arts — Study and Observation of radio and Television
18 Social Studies & Science — Trees and Lumber
19 Social Studies — Dependence upon Trees
20 Social Studies & Language Arts — Postal Service and Letter Writing
21 Social Studies and Language Arts — Telephone Study
22 Social Studies & Language Arts — Language Through Codes
23 Social Studies — Telegraph
24 Social Studies & Language Arts — Codes
25 Social Studies — Public Utilities
26 Social Studies — Government Officials
27 Social Studies — Cotton Industry
28 Social Studies — Clothing and Occupations
29 Social Studies — North Dakota Industries
30 Social Studies — Occupations Outside Area
31 Social Studies — Introduction to Transportation
32 Social Studies — Tour of City (by bus)
33 Social Studies — Transportation by Bus
34 Social Studies — Transportation by Foot

7

Third Grade Table of Contents (by Subject)

Pg. 35	Social Studies	Transportation by Automobile
36	Social Studies	Transportation and Uses of Trucks
37	Social Studies	Transportation by Water
38	Social Studies	Transportation by Train
39	Social Studies	Transportation by Air
40	Social Studies and Science	Space Travel
41	Social Studies and Science	Fireman
42	Health	Dentist
43	Health	Nutrition and Food Service
44	Health (Phy. Ed)	Amateur and Professional Athletes
45	Math	Locality affects availability of Jobs
46	Math	Working With Money
47	Fine Arts	Fine Arts (Music, Theater, Art)
48	Appendix A	Bismarck Filmstrip List
	Appendix B	Resource People Guide
	Appendix C	Field Trip Guide
	Appendix D	Materials available from State Board for Vocational Education, 900 East Boulevard Bismarck, ND 58501 telephone 224-2710
	Appendix E	Addresses of Suppliers
	Appendix F	Interviewing Guideline

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts

SPECIFIC BEHAVIORAL OBJECTIVE: Student will show his awareness of similarities and differences between classmates by listing three ways that he is like his neighbor and three ways that he is different.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Each child is given a peek into a box with a mirror and told that what they see is a very important thing to them.	1. Mirror	1. Mirror
2. Filmstrip	2. Show filmstrip as prelude to discussion of child as a person. This will also lead to discussion of backgrounds (family and experiences). Children should become aware of likes, dislikes, differences and likenesses.	2. *Who Do You Think You Are? (filmstrip) Guidance Associates Pleasantville, New York 10570
3. Bulletin Board	3. Children draw faces of themselves using six inch circle as basic face. Beneath the picture each child wrote a brief biographical sketch. (in a riddle form, from and Instructor magazine) They add features and cut out. Board can be titled "Here We Are Back in School" if done at the beginning of school year which is the best time. These faces are placed on board with pencil about ten inches long made of construction paper and having childs name. These	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	3. continued items can be saved for end of the year folders for papers to be saved. A poem "As Long As I Live" can be used as part of folders at end of the year. VARIATION: Children could also draw the whole body to be assembled on the bulletin board for the first week of school. A good title would be "Welcome Back to School" Have children write a simple autobiography and put up their creative work.	3. Time For Poetry, by Arbuthnot "As Long As I Live" Film: Values - Understanding Ourselves. BFA Educational Media - Color - 9 minutes
4. Booklets titled "Who Am I?"	4. Booklets are assembled containing snapshots of child and family, story about child and his family, collage picture of items.	4. EyeGate filmstrip and cassettes 202A - Who Am I? 202B Why Do My Feelings Change? 202C What Can I Do About It 202D How Can I Improve Myself? 202E What About Other People? 202F Where Do We Go From Here?
5. Game	5. The children may play a guessing game. One child may describe someone in the room and the others may try to guess who it is. After several rounds in the game the teacher may ask, How Did You Know it was "Susan" or"Ben"? etc. Through the responses of the children the teacher may help them understand that everyone is alike in some ways and different in some ways, and it is important to know ourselves.	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Inventory	6. The teacher may use a check list as a means of helping students to begin self understanding themselves. Example: I like to: -- be out doors --be indoors --draw pictures --help people --talk to people --work with machines --do things where I can move around --work with my hands --try new things --make up songs --build things --collect things	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self concepts

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of his feelings, each student will relate at least one feeling that he has had during his life and why he felt this way.

SUGGESTED SUBJECT AREA Language arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Middle Matilda	Teacher can read the book orally to the class - ask the questions that are suggested to be used with the book.	* Middle Matilda, Winifred Bromhall Alfred A. Knopf, Inc.
Discuss the different feelings	Discuss with the children the different feelings they have felt - Variation: Children could also write about their feelings.	* Little Black, A Pony Walter Farley * Edith and Mr. Bear, Dare Wright
Draw a picture of the two feelings Matilda experiended.	Draw a picture of the expression on Matilda's face when she discovered her new dress was missing. Draw a picture of the expression on Matilda's face when her dress was returned. Variation: Have children make own faces resemble Matilda's expression.	* Peter's Three Friends, Winifred Bromhall *Our Veronica Goes to Petunia's Farm Roger Duvoism "Little Pedro" (p.299) in Along Friendly Roads Betts Readers 1963

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Handling Feelings

1. To help children progress from infantile to mature ways of managing their feelings.
2. To encourage children to discuss their feelings and the best ways to handle them.
3. To help children release their emotions in an acceptable manner rather than repress them.

EVERY person has feelings about everything and everyone he encounters. On some occasions there are acceptable ways of displaying these feelings; at other times they must be controlled. A baby or small child may display all his feelings, but he must learn to control them as he grows older.

School children are particularly subject to feelings of jealousy and anxiety. Jealousy may be aroused by inability to compete for attention shown to others; it may be directed at other children, their toys, or their friends. Anxiety is a discomfort that pervades all aspects of a person's life. Its diffuse quality makes it difficult to determine a definite cause or source. The anxious child is edgy and explodes with minimal provocation.

The young child displays feelings of fear, discomfort, pain, and anger by crying. He is expected to control this reaction as he grows older, although in our society women of any age may cry when overcome with emotion. Smiling, laughter, and singing are reactions to feelings of happiness. Envy and rivalry are often signs of jealousy.

The child must learn appropriate ways of handling his feelings and displaying his emotions. He should be encouraged to discuss his feelings, for his performance in school may be blocked by a flood of emotions he cannot control. Just as a football player must be in excellent physical and mental condition to play the game, the child must be in good physical and emotional condition to undertake the challenge of school and study. The assumption that one can, or even should, block out or ignore one's emotions has long been forsaken. Emotions make life interesting and enjoyable. The child must develop an ability to handle his emotions so they best serve him.

Middle Matilda

by Winifred Bromhall

p. 2 ► By the time a dress reached her it was often so faded and shabby, Matilda hated wearing it.

1. What kind of dress do you suppose Matilda really wanted?
2. How does it make people feel to have something that is their very own?

p. 6 ► Matilda was so excited that her fingers were all thumbs. At last the box was opened and there lying on soft, white paper was the most beautiful dress she had ever seen.

1. How do you suppose Matilda felt?
2. Did Aunt Matilda know her gift would make Matilda happy?

p. 12 ► "Wait for us! Wait for us! We want to help you," called her brothers and sisters.

1. How did Matilda feel when she found her dress was gone?
2. How did her brothers and sisters feel? Why?

p. 14 ► How kind they were! Matilda tried to smile.

1. Why did Matilda try to smile?
2. Was she happy or was she trying to show that she appreciated what others were doing for her?

p. 20 ► "As soon as we have fed the animals we must go and find her."

1. Do you suppose they know how the little girl who lost the dress must feel?
2. Why aren't they just going to sit around and wait for some little girl to knock on the door and ask for the dress?

p. 22 ► They asked if anyone had seen a little girl looking for a dress.

1. Grandmother and Peter didn't know Matilda, but were doing her a kindness. Should people be willing to do others a kindness? Why?
2. What important lesson was Grandmother teaching Peter?

MIDDLE MATILDA by Winifred Bromhall

p. 24 ► Mother made them sit down and rest and brought milk and cookies from the kitchen.

1. How did Matilda's family feel when Grandmother and Peter brought Matilda's dress back?
2. What did they do to show that they appreciated it?
3. How do you think Grandmother and Peter felt when they saw how happy they had made Matilda and her family?

p. 28 ► The party turned out to be even more wonderful than Matilda could ever have imagined.

1. Why does it make people feel good to be at a party?
2. Why is it fun to be with other people?

p. 30 ► That night as she lay in bed Matilda said to herself, "This has been the nicest day of my whole life. But the very nicest thing of all is being MIDDLE MATILDA."

1. How did Matilda feel during the day?
   when she got her present she felt ________.
   when she lost her dress she felt ________.
   when the others helped her find it she felt ________.
   when it was returned she felt ________.
2. How does Matilda feel now as she lies in bed? Why?
3. Can what people think about and what they do for others change the way they feel?

SUMMARY DISCUSSION: Everyone has feelings and there are many ways of expressing them and handling them. We should all try to learn the proper ways to show others how we feel and how to behave ourselves when we feel a strong emotion.

Further Reading:

LITTLE BLACK, A PONY ~~by~~ Walter Farley
WHAT WILL I WEAR by Helen Olds
EDITH AND MR. BEAR by Dare Wright
PETER'S THREE FRIENDS by Winifred Bromhall
OUR VERONICA GOES TO PETUNIA'S FARM by Roger Duvoisin

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: After viewing the filmstrips or films and the discussion the children will be able to draw a conclusion and defend his idea and value in an objective way.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 1-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Use filmstrips and cassettes suggested.	1. These are open-ended situations that allow for discussion or written endings to discuss. The children will be able to share ideas and values with others.	Guidance Associates - cassettes & filmstrips First Things - The Trouble With Truth Parts I & II First Things - You Promised! Parts I & II
2. Draw a picture	2. The children should include in their picture what they think happens next. They should put a caption beneath the picture to tell what is happening.	*Film Values - The Right Things to Do 775-BF5 , color 9 minutes (synopsis in cover of film - also discussion questions provided)
3. Role playing	3. The children could play the different parts of children portrayed use variations.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Developing positive self concept

SPECIFIC BEHAVIORAL OBJECTIVE: After reading and discussing this book each child will be aware of the fact that families need each other and be able to write 3 ways he depends upon his family.

SUGGESTED SUBJECT AREA Language - Social St

SUGGESTED GRADE LEVEL 1 - 2- 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Book	1. Read and discuss book listed. Guide included with activity for discussion questions.	*Runaway John, Leonore Klein Alfred A. Knopf, Inc.
2. Write	2. Write an original ending to story which changes the story from midpoint on.	
3. Draw	3. Draw a picture showing how John might have felt with an original ending.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Positive Parent Relationships

1. To assist children in discovering the value of the family and help them see the parental viewpoint.
2. To help children acquire a sense of responsibility toward family members.
3. To encourage each child to contribute to a harmonious family relationship.

THE PERSONS with whom the child spends the most time each day are his parents. He is dependent upon them and will have a close relationship with them throughout his life. The happiness and comfort of the individual depend, in part, upon a good parent relationship.

The child must understand that his parents give him jobs to do and make rules for his behavior to develop his sense of responsibility and self control. If he forgets that his parents act in his best interest, the family relationship rapidly deteriorates. Another important factor in determining the parent relationship is the child's behavior. An obedient child will usually have a good relationship with his parents. He should show them that he is trustworthy, that his behavior conforms at all times to their expectations.

In fostering a good parent relationship, a balance must be sought. Forcing children may move them but not inspire them; it may arouse hostility. On the other hand, acknowledging a child's every whim will not provide situations in which he can test his standards of behavior. Instead, definite goals leading to successful accomplishment should be instilled in the child to help develop a positive parent relationship.

Runaway John

by Leonore Klein

p. 1 ► "I know," said John. "I'll run away from home. That's what I'll do."

1. Has everyone felt like running away at one time or another?
2. Do parents need their children too much to let them run away?

p. 5 ► "If I run away from home," said John, "I'll have to sleep. I'll need something warm for a cover at night."

1. Who gives John a cover when he is at home?
2. What are some other things parents do for their children?
3. Do you think he'd miss his parents if he ran away?

p. 10 ► Then John said, "If I run away from home, I'll need my dog. I'll need him for hunting and because he'll miss me."

1. Who else would miss him if he ran away?
2. Would his parents miss him? Why?

p. 19 ► So John ran to William's house and asked William to run away from home with him, and William agreed to run away from home with John.

1. Do you think John is really going to run away?
2. What do you think he will want to take with him next?

p. 23 ► "I'll be glad to run away from home with you," said John's mother, and she joined John on the steps of the porch.

1. Why do you think John's mother agreed to come along?
2. Will she be able to help John and William if they all run away from home?

p. 25 ► "And if we run away from home," said John to his mother, "Daddy will be all alone."

1. Why doesn't John want his Daddy to be all alone?
2. Does John's Daddy need John and his mother?
3. What are some things children do for their parents?

p. 26 ► "You know what," said John to his dog, Towser, to his friend, William, and to his mother, "I'll run away from home some other time, when Daddy can run away with us, too."

1. What are some things children enjoy doing with their parents?
2. Does John love his parents? How do you know?

RUNAWAY JOHN by Leonore Klein

p. 29 ► They decided to run away from home with John some other time.

1. Do you think John will ever really run away?
2. Is it important for children to understand their mothers and fathers?
3. Do you think John's parents love him? How do you know?

SUMMARY DISCUSSION: Our parents know what we need to grow up to be adults. For this reason we should obey them. Our parents need us, too, and enjoy seeing us happy.

Further Reading:
HAVING A FRIEND by Betty Miles
TWINKLE, THE BABY COLT by Lawrence Barrett
HOW TO CATCH A CROCODILE by Robert Pack
MOMMIES AT WORK by Eve Merriam
BRIDGET'S GROWING DAY by Winifred Bromhall

CAREER DEVELOPMENT ACTIVITIES

develop positive self concepts.

OBJECTIVE: After the book has been read and discussed each child will be able to state one personal goal for themselves.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 2-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Teacher can read to the class "How to catch a crocodile."	*How to Catch a Crocodile by Robert Pack, Alfred A. Knopf, Inc.
Discuss	Discuss the questions provided to go along this book, it will bring out setting personal goals.	Questions provided.
Write statements and draw a picture.	Have the children write a sentence telling about something that they want but have to work for. In another sentence have the children think of ways that they can achieve this goal. Below these statements have the children draw a picture of themselves after reaching this goal. . . . Children could share similar incidents after completion.	Another book bringing out setting personal goals. *Do You Know What I'm Going to do Next Saturday? by Helen Palmer

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ________; Grade level? ________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource material for this activity.

Setting Personal Goals

1. To help the teacher understand the necessity of paying more attention to the early goals of school children.
2. To encourage children to be persistent in seeking their goals.
3. To provide an atmosphere in which children will have an opportunity to set and meet goals.

SETTING PERSONAL GOALS is deciding for oneself what is important for one to do or to achieve. A person must first decide what he feels is important, then consider his own abilities and limitations, and finally set specific goals for himself; reaching these goals is defined as success. If he is not realistic in assessing his talents and abilities he may set goals for himself he cannot possibly achieve and thus doom himself to failure.

Personal goals can be considered a map of a person's life as he hopes it to be, useful in choosing the shortest, most convenient route to his destination. Goals also impart a sense of purpose to the activities of daily life.

Personal goals have their roots in early childhood, and result from experiences, particularly successful ones. Childhood goals are often unenduring and of little consequence; however, they are important foundations for the emergence of stronger, more practical goals in adolescence and adulthood.

Too often, a child's goals are adult-imposed and have little meaning for the child. He may not seem to move toward them. This behavior results not from disobedience, but from a failure to understand goals which are not his own. Each child has a unique background of experience which can serve as a source of personal goals. These need only be a foundation for the channeling of the child's interests. Early goals and experiences are synthesized into the stronger goals of the adult over a long period of time.

Setting childhood goals based on the individual's unique experiences serves to further individualize him. This has important consequences for mo[illegible] teaching, which stresses the child's uniqueness and individuality. Personal goals may become one of the keys to effective classroom operation for teacher and pupil.

How to Catch a Crocodile

by Robert Pack

p. 2 ► For he liked being zoo keeper; he thought it was swell.
And always he had a long story to tell:

1. Do you know anyone like Mr. Trappi?
2. What do you think this story is about?

p. 4 ► "I'll catch a big one for you," cried Billy.

1. What is a goal?
2. Why would it be hard to catch a crocodile?
3. How do you think Billy will go about trying to catch one?

p. 6 ► "And don't think they're friendly because of their smile.
They've just had a snack, and they're resting a while."

1. Do you think Billy knew what crocodiles were before he said he'd catch one?
2. Does this sound like the kind of job he should try to do?
3. What kind of animals do you think he could catch?

p. 11 ► To bed Billy went and snuggled right in,
Pulling his blanket right up to his chin,
And grinning his very grinningest grin.

1. Why do you think Billy is grinning?
2. Do you think he has an idea about how to catch a crocodile?
3. How would *you* catch the crocodile?

p. 13 ► "What for?" asked his father. "You'll soon see; just wait.
I'll be famous," said Bill. "I'll be rich, I'll be great."

1. What does famous mean?
2. Would everyone like to be known as a famous crocodile hunter?

p. 14 ► "And, most of all, Dad, I hope its O.K.
I need a plane ticket to Egypt today."

1. Why do you suppose Billy is taking all this trouble to catch a crocodile?
2. What kind of things that people do take a lot of work?

HOW TO CATCH A CROCODILE by Robert Pack

p. 17 ► "And tell him to clean out the crocodile pen.
So good-by for now, and I'll see you again!"

1. What is confidence?
2. Does confidence help when people have a job to do?
3. What else helps people to get things done?

p. 28 ► Took out the binoculars, looked through the wrong end,
And what did he see? Can you guess, my dear friend?

1. What do you suppose he saw?
2. Do you think his plan will work?

p. 30 ► It had worked! He was caught! Success, at last!

1. How do you suppose Billy felt when he caught the crocodile?
2. How do people feel when they do something they've always wanted to do?

SUMMARY DISCUSSION: It makes us feel good to have something we are working for, and it makes us feel even better when we get what we wanted. What are some *goals* you have? How do you intend to reach them?

Further Reading:

COWBOY ANDY by Edna Chandler
JIM CAN SWIM by Helen Olds
DO YOU KNOW WHAT I'M GOING TO DO NEXT SATURDAY? by Helen Palmer
BRIDGET'S GROWING DAY by Winifred Bromhall

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self concept

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of their own potential each child will be able to write a story relating at least one of their experiences when they were afraid to do something new, but tried it anyway.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read orally	1. Read orally Jim Can Swim	*Jim Can Swim, Helen D. Olds Alfred A. Knopf, New York Random House
Discussion	2. Discuss the questions suggested to correlate with this book.	* What Will I Wear, Helen Olds
Write a story	3. Children can write a story about one of their experiences when they were afraid to do something new, but tried it anyway.	* What's a Cousin, Helen Olds

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ________________; Grade level? ______________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource material for this activity.

Initiative

1. To help children discover that they have unlimited potential and inner strengths that only they can develop.
2. To encourage children to become more independent in thought and action within the proper limits.
3. To assist children in discovering the joys of learning to rely on themselves.

INITIATIVE is a drive within an individual that makes him do things on his own. It is like the spring in a wind-up toy. The energy of the spring causes the toy to move in some way. Initiative, the energy within a person, causes him to act.

The person who rakes the leaves or does some job around the house without being told to exhibits this quality of initiative. The child who comes home from school and changes his clothes or does his homework without being told to also shows initiative. The quality of initiative, then, is like a self-starter, moving individuals to action by something within themselves.

A person who shows initiative is generally well thought of by the people around him, is likely to be succeessful, and is usually a leader. Though obviously a desirable quality, initiative must be developed. There are actions which one's initiative may not prompt; these limits, too, must be learned. An individual who acts without society's approval will be punished. He may then withdraw, and allow others to tell him everything he should do; or his behavior may move into the "off limits" area of delinquent activity. It is necessary that the child's initiative be fostered in the proper directions and the proper dimensions.

The child must understand that initiative is to be developed gradually over the course of his growth from a child to an adult. He can develop it by reminding himself to do the things he knows he should do, until this becomes a habit and he begins taking action on his own without having to think about it.

Jim Can Swim

by Helen Olds

p. 3 ► George asked, "You mean you don't know how to swim?"

1. How many of you know how to swim?
2. Did you take lessons to learn?

p. 3 ► "We'll teach him!" they said at the same time.

1. How can people help one another learn to do something?
2. What kinds of things are taught by friends and relatives?

p. 5 ► Jim really wanted to learn, but he was scared.

1. Are people often afraid to try something new?
2. Should they try anyway? Why?
3. Should we sometimes be afraid?

p. 7 ► Then he began to eat as fast as he could.

1. Why is Jim eating?
2. Why do you suppose he doesn't want to swim?

p. 10 ► "I don't *want* to swim!" he yelled after them.

1. Do you think Jim meant this?
2. Why do you think Jim said it?

p. 15 ► He really did want to learn, but he didn't believe he could.

1. Why didn't he believe he could?
2. If Jim really wants to learn what should he do?

p. 18 ► Jim held onto his horse with one hand and moved his arm.

1. Who is teaching Jim how to swim?
2. How is he learning?
3. Why do you suppose he is working so hard at it?

p. 30 ► He was surprised when he realized that he was swimming.

1. How does he feel now that he knows how to swim?
2. Does learning how to do things usually make people feel good?

JIM CAN SWIM by Helen Olds

p. 32 ► They smiled at Jim. They were his friends now.

1. Do you think learning how to swim was worth the effort?
2. How did learning how to swim make new friends for Jim?

SUMMARY DISCUSSION: Often, if we want to do something very much, and work hard enough, we can learn how to do it. Learning to do things on our own is a sign of growing up.

Further Reading:

COWBOY ANDY by Edna Chandler
WHAT WILL I WEAR by Helen Olds
KATE CAN SKATE by Helen Olds
WHAT'S A COUSIN by Helen Olds
PETUNIA TAKES A TRIP by Roger Duvoisin

Taken from
The Random House Program for Elementary Guidance
Random House/Singer School Division

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to write in a paragraph the benefit of having a hobby.

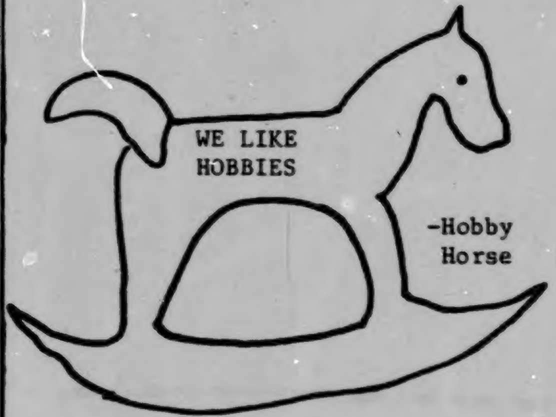
SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Third Grade

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discuss	Teacher may ask questions to the class such as: a) What are hobbies? b) What are interests? c) What hobby or hobbies do you like? d) Which would you like to have? etc.	
Hobby show	The children could have a hobby show. This would be a good experience in speaking in front of a group of people. They could explain their hobby to the class and tell what occupations this hobby might lead to. The teacher will want the children to.	
	A person might be invited to speak to the class whose hobby as a child led to a vocational choice. The teacher will want to screen carefully before selecting the speaker.	Resource person
Read Books	The children may read biographies of famous people such as George Washington Carver and Thomas Edison to discover childhood interests and hobbies which may have led them to vocational decions.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Bulletin Board	Consult reference books before reporting occupations associated with the hobby. Bulletin board suggestions  Children draw pictures of their hobby. Insects, paper dolls, stamps, doll clothes, trading cards, rocks leaves,etc.	Children's own collections and interests.

SUMMARY OF FILMS THAT TEACH VALUES - THESE ARE INCLUDED IN ACTIVITIES

These are a synopsis of some of the films included in some of the activities

1. 179 - Getting Along With Others 10 minutes color BFA

   Willie takes his favorite birthday present to school. On arrival a series of accidental incidents occur which cause Willie's toy to come apart. Anger is aroused in many people, each blaming someone else. There are discussion questions and developed concepts in the film cover for classroom use.

2. 280 - School Problems - Getting Along With Other - 10 minutes color BFA

   Deals with various school room problems children encounter - cheating, teasing, tattling, versus reporting, etc. (open ended stories).

3. 614- Values Cooperation 10 minutes color BFA

   Cooperation between three boys who make a swing together. Taking turns, etc. (Group cooperation idea is developed)

4. 616 - Values - Telling the Truth 10 minutes color BFA

   Three boys acquire some rocks and as their various targets are attempted a window is broken. Mrs. Turner is angry because they broke her window and spoiled her soup. Two boys run away. One boy stay. He's blamed for it by Mrs. Turner. Open ended discussion follows.

5. 615 - Values Playing Fair 10 minutes color BFA

   This is a dramatized story involving three boys. It is about many things they do together. They wrestle two against one - No Fair! Other incidents are dramatized which are definately unfair. Discussion questions and concepts are included.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list five occupations discussed and list one skill necessary for each and also three advantages and one disadvantage of each occupation chosen.

SUGGESTED SUBJECT AREA Social Studies and Language Arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Mirror, Mirror on the Wall What Will I be When I Crow Tall?	Filmstrip -"People I Know" can be used to introduce occupations.	*"People I Know" - Filmstrip Guidance Associates
Resource people	Resource people of various occupations can be called in to discuss their occupations. They should come in uniforms if one is worn and bring any tools used. (Use parents of children involved would be most impressionable)	Form showing exact area of interest to class should be provided resource person so he knows exactly what is expected of him. This form should include time and place and approximate time expected to stay.
Art project	Children can make folders using rectangles of doiley as mirror frame and show themselves in chosen occupation. Inside a story of why they chose the occupation.	
	Have children bring in some article that represents their parents job such as a uniform - tool, etc.	

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ________________; Grade level? ______________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource material for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Student will be able to tell about what his father's or mother's work involves and draw a picture depicting it.

SUGGESTED SUBJECT AREA Language and Art

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have student stand before the class and tell about the work of his father or mother.	1. Discuss with students the fact that there are about 40,000 different jobs now and today we'd like each of you to share with the rest of the class what one of your parents' occupation is.	Filmstrip - *"Mothers Work Too" Set of 6 strips IFC *"Fathers Work" Set of 6 strips - IFC
2. Have students draw a picture headed My father is a ------ or My mother is a ------	2. After each person has told about their parents, have class discuss why this job is important to all of us.	Film - *Why Fathers Work, Color 14 min. Encyclopedia Britannica Co.
	3. If a child's father or mother are not working have him discuss and draw some other relative or friend.	*Cassette - My Mother Has a Job filmstrip EyeGate
	4. Play "Guess Who I Am". The first day ask riddles about what the worker wears. Another day the teacher can change the activity by letting the children pantomine what a worker does in his job. Could use the workers in the filmstrip or workers like the mothers and fathers of the children in	*Film - Centron Educ. Films Jobs in the City - Women at Work 11 min. color

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ________; Grade level? ________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle on
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource material for this activity.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. the room. Discuss how the children can help their parents do work in their own homes.	

Home and Family

She loves me when I'm glad er sad;
She loves me when I'm good er bad.
An' when my Pa comes home to tea,
She loves him 'most as much as me.

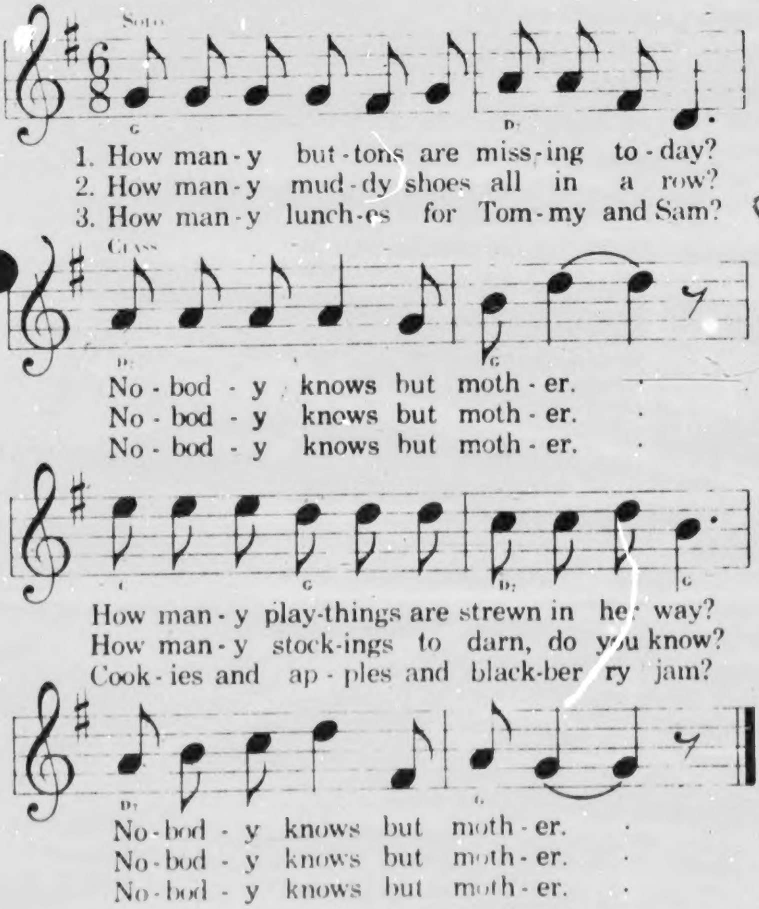
James Whitcomb Riley

Nobody Knows but Mother

(p. 22)

Mary Morrison

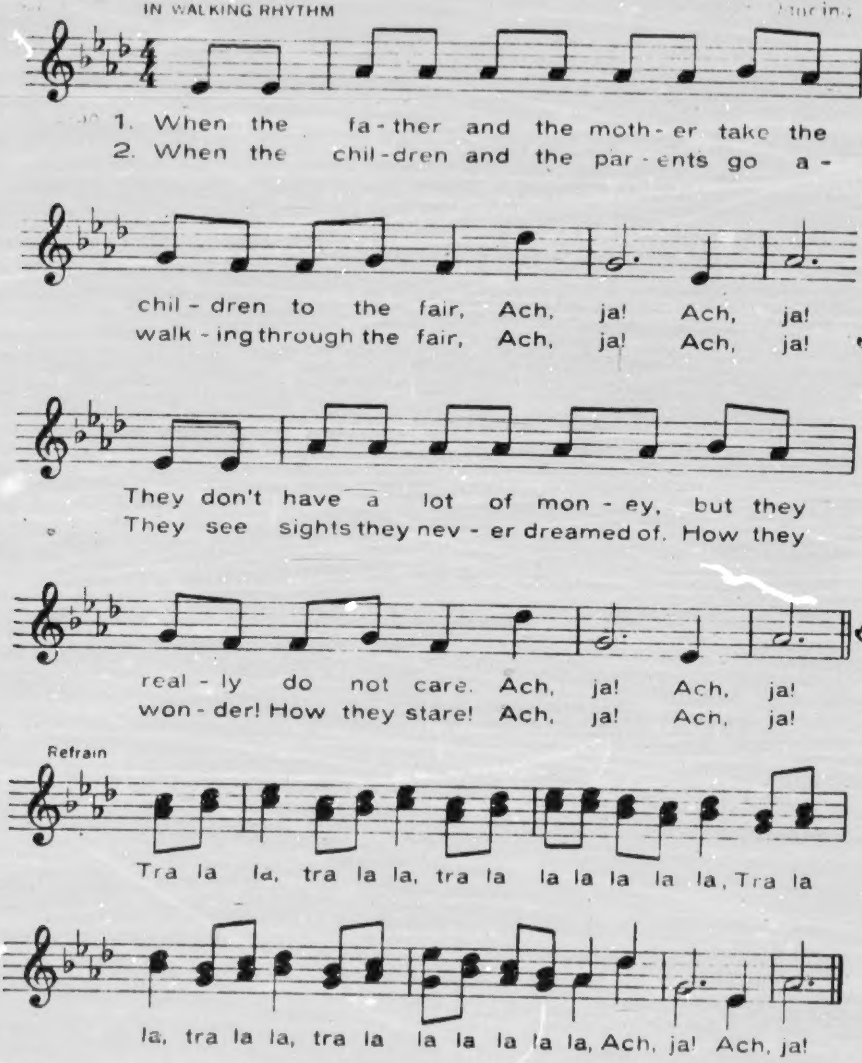
Peter Dalton


Solo
G
D7
1. How man-y but-tons are miss-ing to-day?
2. How man-y mud-dy shoes all in a row?
3. How man-y lunch-es for Tom-my and Sam?
Class
D7
G
No-bod-y knows but moth-er.
No-bod-y knows but moth-er.
No-bod-y knows but moth-er.
C
G
D7
G
How man-y play-things are strewn in her way?
How man-y stock-ings to darn, do you know?
Cook-ies and ap-ples and black-ber-ry jam?
D7
G
No-bod-y knows but moth-er.
No-bod-y knows but moth-er.
No-bod-y knows but moth-er.

The repeated notes make this an easy song to read at sight.

Ach, Ja!

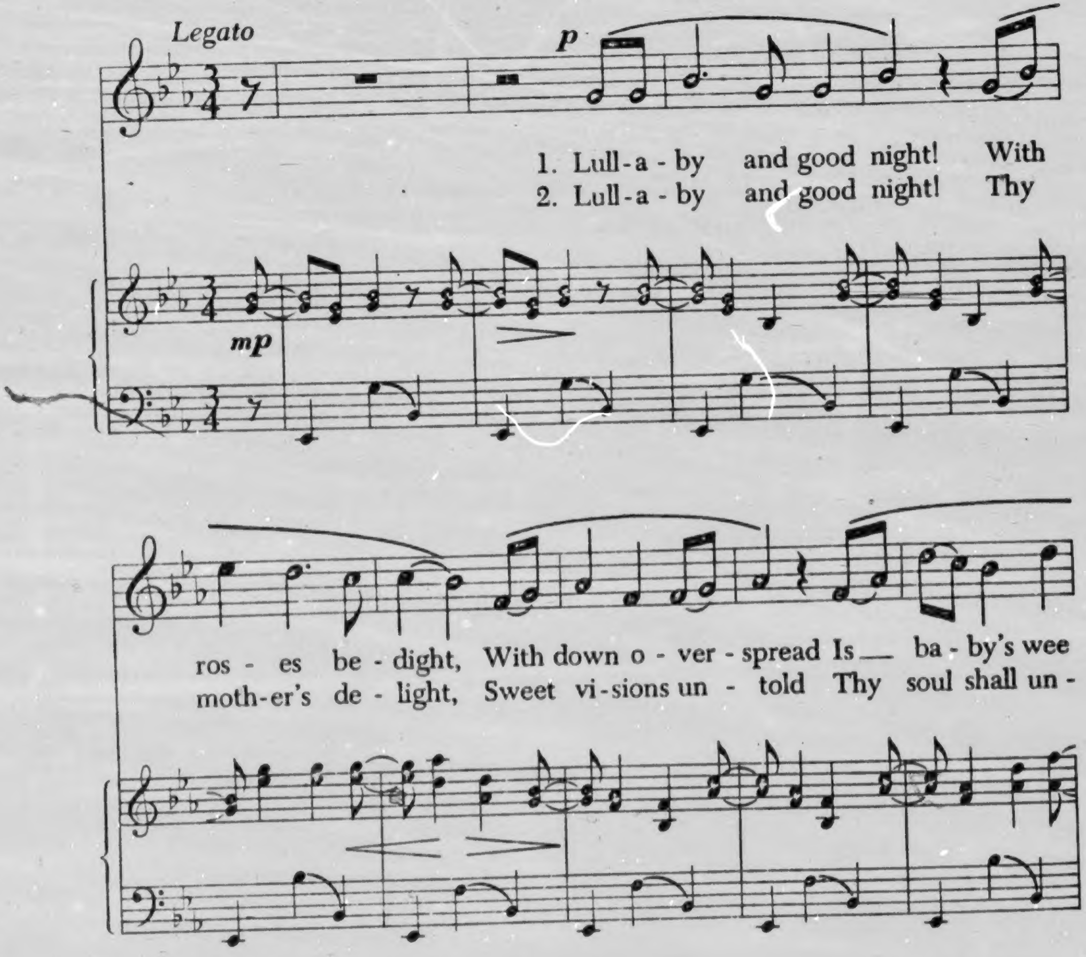
German Folk Song


IN WALKING RHYTHM
1. When the fa - ther and the moth - er take the chil - dren to the fair, Ach, ja! Ach, ja!
2. When the chil - dren and the par - ents go a - walk - ing through the fair, Ach, ja! Ach, ja!
They don't have a lot of mon - ey, but they real - ly do not care. Ach, ja! Ach, ja!
They see sights they nev - er dreamed of. How they won - der! How they stare! Ach, ja! Ach, ja!
Refrain
Tra la la, tra la la, tra la la la la la la, Tra la la, tra la la, tra la la la la la la, Ach, ja! Ach, ja!

134 A dance is presented in the Guide. Sing this song [illegible]

Lullaby and Good Night

Johannes Brahms


Legato
p
mp
1. Lull-a - by and good night! With
2. Lull-a - by and good night! Thy
ros - es be - dight, With down o - ver - spread Is ___ ba - by's wee
moth-er's de - light, Sweet vi-sions un - told Thy soul shall un -

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will demonstrate his understanding of the problems the handicapped people have in communications by writing a paragraph describing one handicap.

SUGGESTED SUBJECT AREA Lang. Arts-Soc. Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss the need of physically handicapped people to use other means of communications.	1. Have a pamphlet for each child. Have them read the pamphlets and try to read the braille and learn the sign language. Discuss how you would print braille.	1. Pamphlets on Braille and Hand language for the deaf. Dept. of Public Instruction State Capitol Bismarck, ND 58501
2. Creative Writing	2. Have children select an area of a physical handicap and pretend they are that person. Tell what it is like, what must be overcome, what substitutions and reinforcements must be made, what must be done to accomplish a new normal life.	Books: Helen Keller Resource person - Some physically handicapped person. *Stories in ABC's Triple I Series: "Needing A Friend" p. 156-161 A. B. C. (B)
3. Resource Person	3. Invite a handicapped person to visit classroom to relate experiences.	Helen Keller p. 188-190 A. B. C. (F) The Visit to Williams Street. p. 177-88 A. B. C. (D)
4. Field trip	4. Visit vocational rehabilitation center.	The Can Do Man, pg. 114-122 A. B. C. (E) Arriba Julio pg. 38-47 (F) A. B. C. The Party that Went to A Girl p. 78-85 (F) A. B. C. A Kind of Miracle p.287-297 (F) A. B. C.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will show that all jobs are important in gaining an end product by listing at least three jobs connected with producing a newspaper and explaining how each is interdependent upon each other.

SUGGESTED SUBJECT AREA Social Studies & Language

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children study the different parts of the newspaper.	1Obtain a newspaper for each child from your local newspaper. They are usually more than willing to deliver them, which is a lesson in itself. Have the children find the headlines and feature stories, editorials, sports, comics, want ads, advertisements, etc. Discuss the importance of each part of the newspaper and the workers involved in the printing of the newspaper.	Newspaper. Get enough past issues of a newspaper from a newspaper office. This should be enough issues so that each child receives a copy. Plan to get issues early in the week such as Monday or Tuesday. Wednesday's issue is too cumbersome with ads. *Come to Work With Us on a Newspaper Wilkinson-Sextant systems, iNc.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

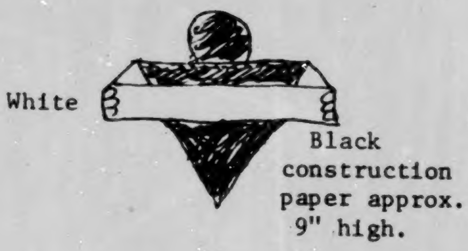
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will display an understanding that all workers are dependent on one another by fitting in at least ten workers on a blank "people" chain.

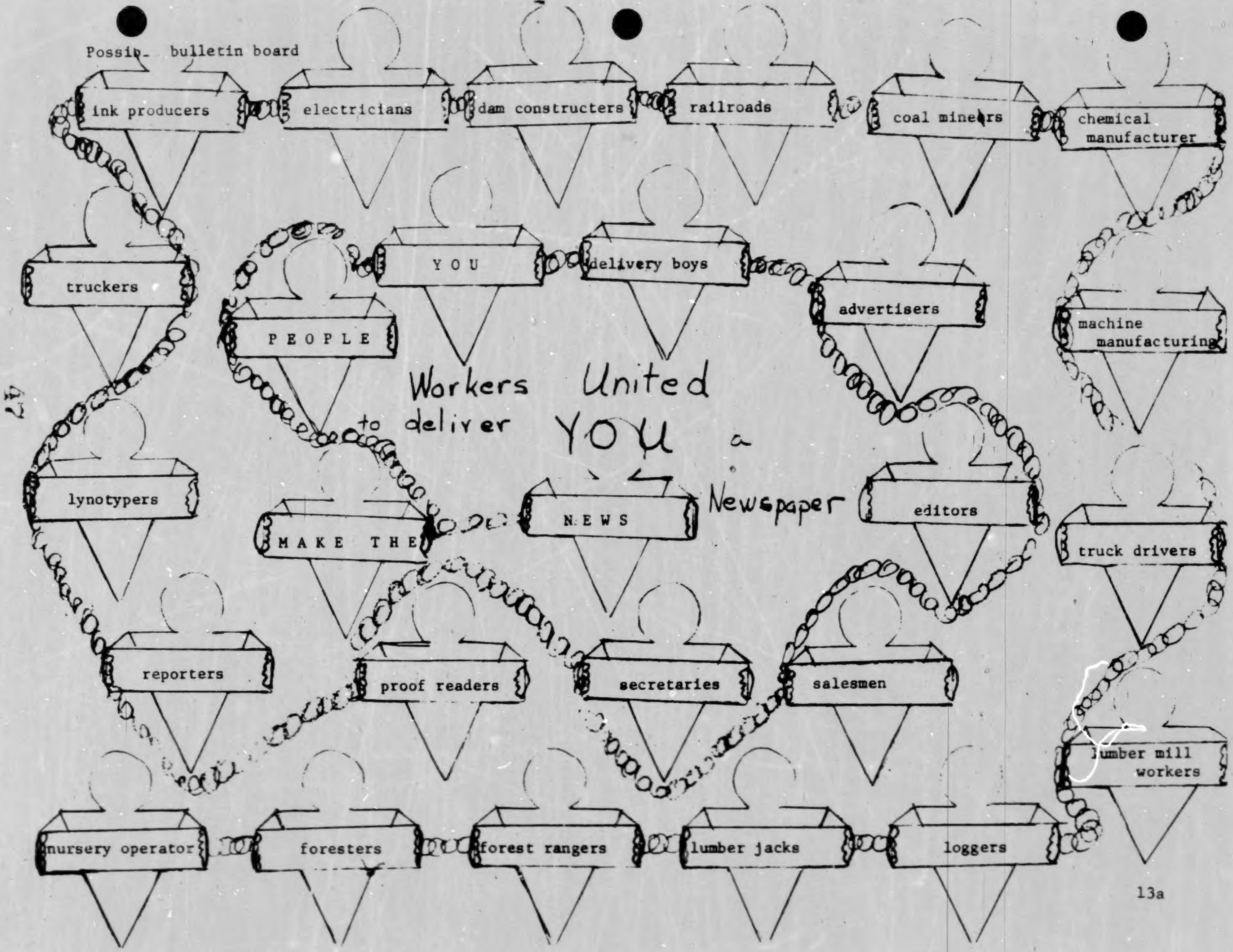
SUGGESTED SUBJECT AREA Social Studies and Language

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children make a people chain of workers involved in getting the final product of the newspaper to their homes.	1.Back a large bulletin board with bright colored paper. Have bulletin board figures prepared for the children. Example 	1.Teacher prepared men (for use with bulletin board)
2. Recall for bulletin board	2.Have children write a worker on a man and place on bulletin board. Connect with paper chain. Have a dittoed people chain for testing purposes. Sample of people chain attached.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Possib- bulletin board


ink producers
electricians
dam constructers
railroads
coal mineers
chemical manufacturer
truckers
Y O U
delivery boys
advertisers
machine manufacturing
P E O P L E
Workers United to deliver YOU a Newspaper
lynotypers
M A K E T H E
N E W S
editors
truck drivers
reporters
proof readers
secretaries
salesmen
lumber mill workers
nursery operator
foresters
forest rangers
lumber jacks
loggers

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observational experiences of the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After a trip to a newspaper office each child displays an awareness of working conditions in a newspaper plant by writing a story about the way the plant operates.

SUGGESTED SUBJECT AREA Social Studies and Language

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Trip to a newspaper office.	1. Arrange a tour of your local newspaper office. If possible, have a resource person come in and explain some of the workings before the trip.	1. Newspaper Office Resource Person from newspaper office
2. Write letters	2. Write Thank you letters to newspaper office after visit.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

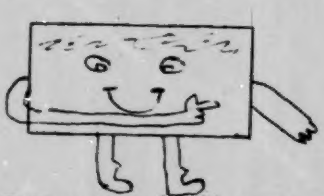
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will display a sense of responsibility by bringing a newspaper article on the day preassigned and then relating to the class what is contained in that article.

SUGGESTED SUBJECT AREA Social Studies and Language

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Make a bulletin board to be left up all year.	WHAT'S NEWS?  Take a newspaper and add construction paper eyes, mouth , arms, and legs. Children bring news from home. Suggest one group per day. Children tell, not read, what is in the article before placing on the bulletin board. Variation: An additional caption could be "Freddy, The Newshound says - (use a large drawing of a newshound to the left of the "Newspaper Man".) Discuss workers involved in the newspaper production.	Newspaper Class Books *1. I Want to Be a News Reporter by Carla Greene Children's Press, Inc. - 1958 *2. Your World - Let's Publish a Book by Pope and Emmons, Taylor Publ. Co 1968 Filmstrip: *"Communications"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Children display the understanding that some jobs require special talents by electing for their newspaper officers three children who have neat penmanship.

SUGGESTED SUBJECT AREA Social Studies and Language

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Set up a class newspaper. Children choose name and elect an editor, assistant editor and printer.	Discuss the class newspaper which will be published once a month. Have children suggest and vote on names for their paper. All children are reporters and turn in articles the first three weeks of each month. Children elect three people who are responsible for proofreading and printing the stories on dittoes. These children are the editor, assistant editor and printer. A requirement for the position could be neat penmanship. These people serve a certain amount of time and then new officers are elected. Teacher runs dittoes off and the three children put them together to be passed out Friday of the fourth week.	Three elected class newspaper officers Books: *News Travels, Cynthia Chapin *I Want to Be A News Reporter, Carla Greene *Let's Go to a Newspaper, Laura Sootin Filmstrip: *The Neighborhood Newspaper Store. Eyegate 107G

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing introductory material all children will demonstrate responsibility and cooperation by completing their assigned duties for the class radio and television station.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Set up class radio and T. V. station.	1. First day of school teacher opens up the class with her own radio program; songs off a record, weather (suggest class have indoor-outdoor thermometer) sports and news headlines. Children select name for station. Decide on length of time to use. Then children draw for assignments. Each child draw a date from the weather box, news, sports, cameraman, audio sequence, tape recorder, so that you have the assignments for the time alloted. Discuss the duties of each position - training etc.. Use play mike Monday - Thurs. Use real mike and record program on Friday.	1. Newspapers - record - indoor outdoor thermometer, play mike made from broomstick and tin can. tape recorder and microphone T. V. Camera made from small box covered with brown paper, call numbers may be placed on side after selection.
2. Preparation for field trip. View filmstrip	2. In preparing to take a field trip to a radio or t.V. station, listen or watch a program (KBOM,KFYR) preferably the station that you intend to visit. Discuss what they liked about the way the people spoke and the material listened to.	2. T. V. or Radio Studio Film - Communication for Beginners 11 minutes Books: Polly Perry, T. V. Book Ethel E. Bangeth Communication, Jake Forsyth Batchelor Television Works Like This, Jeanne & Robert Berdick *Come To Work With Us in a T. V. Station, Jean and Ned Wilkinson

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list five things we get from trees and tell why we need them.

SUGGESTED SUBJECT AREA Social Studies and Science

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Poem	1. Read and discuss the poem, "What Do We Plant?" What different uses of trees are mentioned in this poem?	One Thousand Poems for Children by Henry Abbey. Macrae-Smith Company
2. Discussion	2. Name other products that are a product of the forest. Could mention products found in the classroom.	Regions and Social Needs, Laidlaw Selected page listing in the Index.
3. Take a walk around the school neighborhood. Take note of the types of trees growing.	3. What trees grow well in your particular neighborhood? After walk discuss the types of trees in that area.	Filmstrips and Cassettes to accompany: * Where do we get our Lumber? 684-1 * Where do we get our Paper? 684-3 Imperial Film Company, Inc.
4. Discussion and listing values of planting trees.	4. What are the values of planting trees. 1. Conservation 2. Produces food 3. Homes for animal life 4. Human shelter 5. Many by products made from wood 5. Discuss workers involved in the lumbering industry.	Films: EBE * A Tree is a Living Thing 11 min, color * Living Things Depend on Each Other 11 min, color * Forest Ranger, 13 min, color Books: * I Want to Be a Forester by Eugene Baker, Children's Press 1969
5. Discussion	What do the following forest workers do: Forester Swamper Forest ranger Bucker	Films: The Logger, 15 minutes Net Film Service, Indiana University, Bloomington, Indiana 47405

SUGGESTED CORRELATION FOR THIS ACTIVITY:

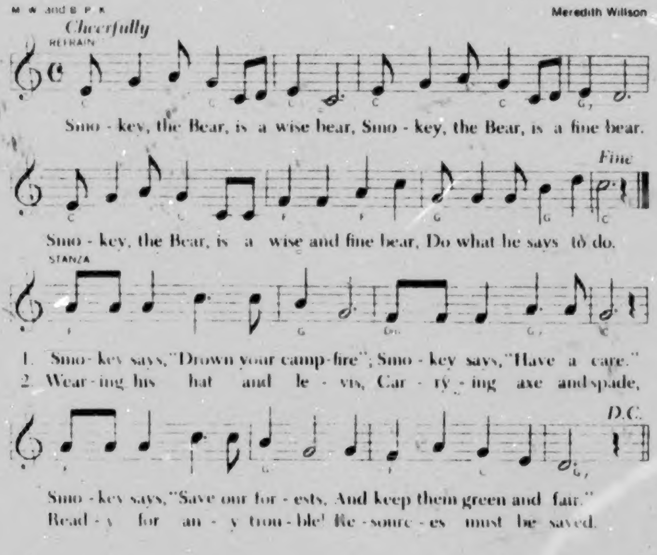
CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Write on cards step by step of the process from planting through producing of wood.	6. Write one step per card of the process from planting through the producing of paper. Shuffle the cards, have children arrange cards in the correct order.	*Your World Let's Visit a Mill by Billy Pope, and Ramona Emmons, Taylor Publishing co.
7. Bulletin board	7. Have children bring in pictures of finished products of the forest. It can be displayed on a bulletin board.	Song - "The Forest Ranger" p. 111 Music Everywhere Boston C. Birchard & Co.
8. Field trip	8. Plan a field trip to a local lumber yard or tree nursery.	"Smokey the Bear" "The Shantyman's Alphabet" (both attached)
9. Write letters	9. Write thank you letters to the lumber yard visited.	

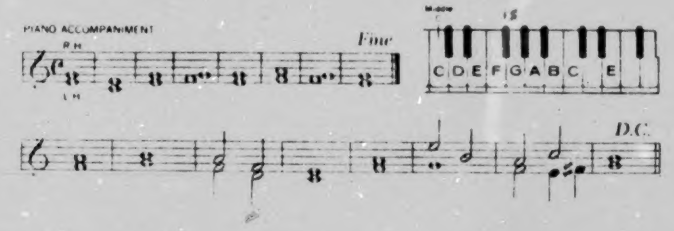
Smokey, the Bear, Is a Wise Bear

M. W. and B. P. K.

Meredith Willson

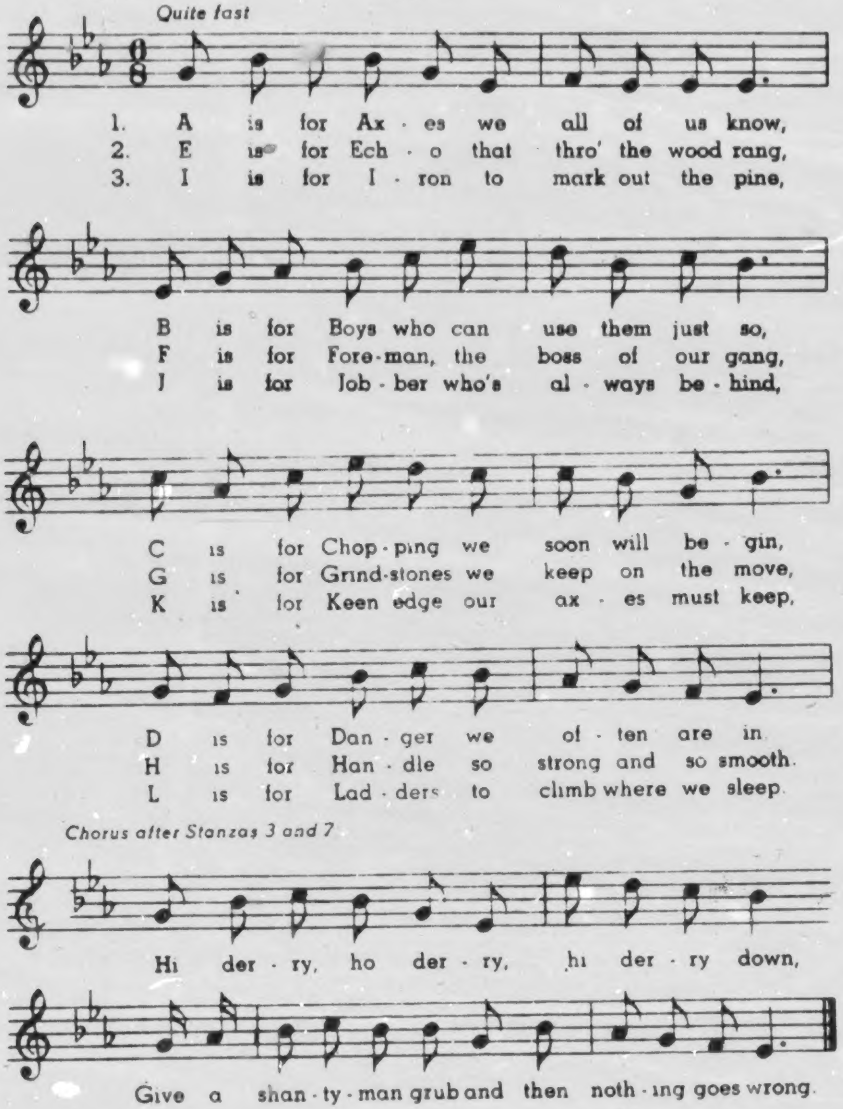

Cheerfully
REFRAIN
Smo - key, the Bear, is a wise bear, Smo - key, the Bear, is a fine bear.
Smo - key, the Bear, is a wise and fine bear, Do what he says to do.
Fine
STANZA
1. Smo - key says, "Drown your camp-fire"; Smo - key says, "Have a care."
2. Wear - ing his hat and le - vis, Car - ry - ing axe and spade,
Smo - key says, "Save our for - ests, And keep them green and fair."
Read - y for an - y trou - ble! Re - sourc - es must be saved.
D.C.

PIANO ACCOMPANIMENT


R.H.
L.H.
Fine
Middle C
C D E F G A B C E
D.C.

The Shantyman's Alphabet

Traditional **ROTE** **Irish Tune**


Quite fast
1. A is for Ax - es we all of us know,
2. E is for Ech - o that thro' the wood rang,
3. I is for I - ron to mark out the pine,
B is for Boys who can use them just so,
F is for Fore-man, the boss of our gang,
J is for Job - ber who's al - ways be - hind,
C is for Chop-ping we soon will be - gin,
G is for Grind-stones we keep on the move,
K is for Keen edge our ax - es must keep,
D is for Dan - ger we of - ten are in
H is for Han - dle so strong and so smooth.
L is for Lad - ders to climb where we sleep.
Chorus after Stanzas 3 and 7
Hi der - ry, ho der - ry, hi der - ry down,
Give a shan - ty - man grub and then noth - ing goes wrong.

4. M is for Moss that we dry in a box,
N is for Needle for darning our socks,
O is for Owl that cries in the night,
P is for Pine that must always fall right.

5. Q is for Quarrels we never allow,
R is for River our logging rafts plow,
S is for Sledges so steady and strong,
T is for Teams that will haul them along.

6. U is for Use that we put our tools to,
V is for Valley we drag our logs through,
W's for Woods that will bloom in springtime,
X is for Axe, but it can't make a rhyme.

7. Y is for Yank, who can whistle and sing,
Z is for Zero that cold winters bring
That's all the letters that I can put down,
Farewell, my hearties, I'm heading for town.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: The children will be able to draw three pictures showing how trees provide human shelter in at least three different geographical areas of the world.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discussion	1 & 2 Discuss homes and builders of these homes around the world, reasons for each type and materials used in each. (Stress those that have connection with trees.) Divide into groups to research three areas: rain forests, temperate, and cold mountainous areas.	Books: Working Together, Follet Co. Regions and Social Needs - Laidlaw Co. Seleced Index pages Encyclopedias
2. Discussion and reporting when groups have compiled information.	For each area find: How do people of each area make use of trees? (Include ideas on homes and shelter, food, wood products, beautification, usefulness for shade, erosion, ecology, animal shelter, furniture, etc.)	Library Books *I Want to Be a Forest Ranger, E. Baker Children's Press - 1969
3. Art project	3. Draw pictures showing different uses of trees - Include shelter aspect of geographical areas discussed.	*Filmstrip - "Building Houses" McGraw Hill 641297
4. Construction	4. Construct home models from geographical areas, list as many(cont)	Film: *Animal Homes, 11min b/w *Your Friend the Forest(Save it or Destroy it!, 6 min color Encyclopedia Britannica

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	uses of lumber as you can see around you.	
5. Have resource person visit classroom	5. A Carpenter could relate to students information about his work as a home builder.	
6. Creative Writing	6. Write a story describing an area of the world you would like to live in. Tell about the kinds of trees you'd see there - what products we get from them - the type of home you'd have and tell how trees were used in your home. Describe the weather's affect on the kinds of trees grown there.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to write a short report telling about the responsibilities of one worker in the Post Office.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL Third

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Student will discuss the work of the postal clerk and the postman.	1. Discuss: That the postal clerk can sort the mail much faster if all envelopes are addressed with complete addresses.	Textbook - Our Language Today Textbook - Working Together Bulletin Board on the Post Office Comptons Vol. 11 Book: *Read about the Postman Louis Slobodkin, 1966 *I Want to Be a Postman, Carla Greene Children's Press * At the Post Office - Lillian Colonius and Glenn Schroeder, Melmont Publ. *I Know a Postman - Lorraine Henroid *Let's Go to a Post Office, Naomi Buchheimer Film: * Mailman - 11 min Color Encyclopaedia Britannica Films *Our Post Office, 11 min. color Britannica films.
2. Address envelopes	2. Children address envelopes to friends or relatives for letters written in language class.	
3. Bring used envelopes	3. Bring old, used envelopes from home that the students or their parents received from friends and discuss the mistakes that were made, and make all corrections.	
4. Field trip	4. Visit a local post office.	
5. Write letters	5. Write thank you letters to post office after visit.	
6. Write to travel bureaus.	6. Write letters to state travel bureaus asking for information use the zip coade book to check zip codes.	
7. Resource person	7. Invite someone from post office to visit with children about work.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After presentation of materials, children demonstrate good telephone manners by role playing in the class.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children alphabetize names of classmates in a teacher prepared booklet.	1. Discuss importance of people whose job it is to put down written material correctly such as the telephone book.	1. Teacher prepared telephone book.
2. Language activity on correct manners when using the telephone.	2. Children plan skits showing poor and good telephone manners follow with film.	2. We Learn About the Telephone - film Produced by the Bell System and available from your local Bell office.
3. Small group discussion on the ease in which we call and the number of jobs connected with making it easy.	3. After children have completed discussions have them list the number of jobs they came up with. Bring in resource person to discuss the different jobs connected with the telephone system.	3. Resource person from local telephone office.
4. Visit telephone company.		
5. Have children use teletrainers. Posters and Books that go along with the kit prepared by Bell Telephone. This will come along with the teletrainers.	5. Children practice making correct telephone calls, also have some children practice being operator and making long distance calls.	5. Teletrainers available from Bell Telephone office. Books: *Your World-Let's Visit the Telephone Company, Billy Pope Ramona Emmons *I Want to Be a Telephone Operator Carla Greene
6. Resource person	6. Invite person from telephone company to come to visit with children about work.	Filmstrip: "*Telephone Services" filmstrip & record, EduCraft ECF:106 *"Communication: The Telephone" McGraw-HillBook Co. 641267 *"The Neighborhood Newspaper Store" Eye Gate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of Activity 1, students will show that they are aware that cooperation is necessary to complete a job by working out a sign code or skit in small groups.

SUGGESTED SUBJECT AREA Lang. Arts & Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss Indian sign language picture language, drum and smoke signals -- lead up to light and telegraph signals and codes.	1. Have small groups work out a sign language, practice and then try to communicate with the rest of the class. Class may work on a picture language mural. Some children may research picture language found on walls of caves. Talk about smoke signals benefits and disadvantages. Children may experiment in free time on working up drum signals. May bring in study of African tribes and communications. Discuss light signals used by the armed forces. If a navy recruiter or parent who served in communications is available, have them demonstrate light signals.	1. Resource person - Navy recruiter or parent - telegraph operator Indian familiar with native language. Film: Communication for Beginners Coronet Instructional Films 65 E. South Water Street Chicago, Illinois 60601 Song: "Jungle Drums" p. 30 Music for Young Americans American Book Company "Tongo" attached sheet Film: 614 Values - Cooperation BFA 10 minutes

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activities 2, 3, 4 each student demonstrates that he is aware that people use special abilities in their jobs by listing two abilities required to become a telegrapher.

SUGGESTED SUBJECT AREA Lang. Arts & Soc. Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
2. Teacher sends the class a telegram.	2. Go down to a telegraph office to send the telegram. It could contain information about a special event. Bring back the original telegram you wrote. Discuss calling the message in to the telegraph office. Discuss number of workers involved such as the wire stringers, machine manufacturers, telephone company telegrapher and post office. (Copy of telegram is sent through the mail) Discuss training necessary to become a telegrapher.	2. Telegram
3. Class builds their own telegraph.	3. You need two blocks of wood, two strips of tin, 4 nails, insulated wire 40 ft. of thin wire, two batteries. Have children take turns being the telegraphers. The children may send telegrams to each other during certain times of the day. Ex. 8:45 - 9:00 a.m., 12:45 - 1:00pm etc.	3. Completed telegraph
4. Play the game "Telegraph"		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of parts 5 and 6 each child can list at least two occupations, dealing with codes in which they might apply their own abilities and explain why they might qualify for this work.

SUGGESTED SUBJECT AREA Lang. Arts & Soc. Studies

SUGGESTED GRADE LEVEL 3

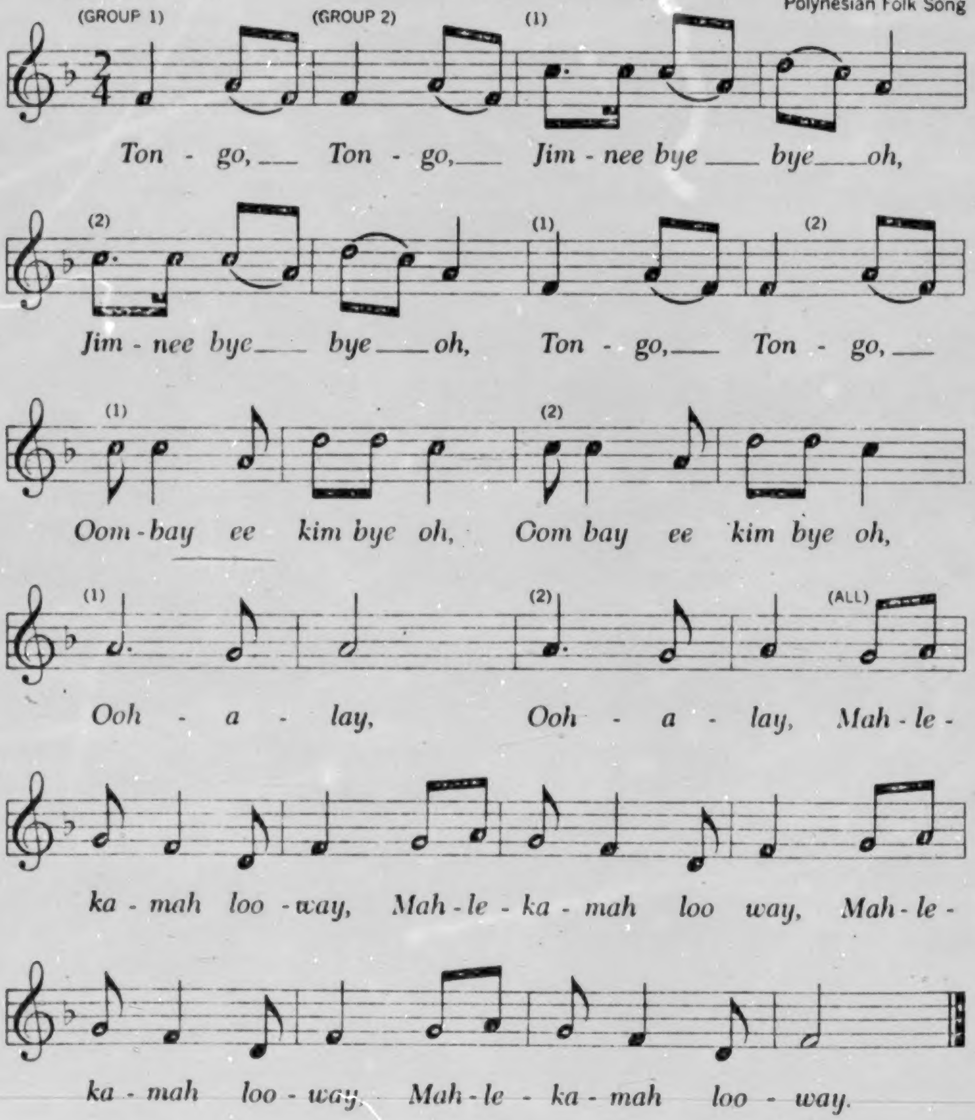
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Discuss codes and people who work with them.	5. Children discuss people who work with coded materials such as FBI agents, scientists, mathematicians, etc. Use resource people. After discussion concerning special interests and talents connected with these occupations; children look at their talents and interests and write a short story telling how they would qualify for this and how they might apply their talents.	5. Resource people.
6. Inventing Codes	6. Find examples or invent your own code. Children could write coded messages to their pals. They could try to "crack"each others codes.	6. Secret codes and messages Scholastic Book Service
7. Resource person	7. Invite telegrapher to visit classroom.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Tongo

Well accented

Polynesian Folk Song


(GROUP 1)
(GROUP 2)
(1)
Ton - go, Ton - go, Jim - nee bye bye oh,
(2)
(1)
(2)
Jim - nee bye bye oh, Ton - go, Ton - go,
(1)
(2)
Oom - bay ee kim bye oh, Oom bay ee kim bye oh,
(1)
(2)
(ALL)
Ooh - a - lay, Ooh - a - lay, Mah - le -
ka - mah loo - way, Mah - le - ka - mah loo way, Mah - le -
ka - mah loo - way. Mah - le - ka - mah loo - way.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observational experiences of the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: At the end of study, the students will be able to list three public utility workers and clearly state, in writing, why these people are necessary to the community in performing their particular task.

SUGGESTED SUBJECT AREA Social studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss how our city is provided with light and heat.	1. Let the children research hydro-electric power, dams, etc. discuss the generator plant and workers at the plant in your town or city. You could do a science unit on electricity.	1. Encyclopedias
2. Talk on the power plant in your town.	2. Have a resource person from the power plant come to your class and explain the workings of generating power.	2. Resource person
3. Tour power plant	3. If there is a power plant available tour it. An even better tour would be a tour of a dam such as Garrison Dam.	3. Field trips - MDU, Garrison Dam Stanton Power Plant.
4. Have an electrician speak to the class.	4. Have an electrician speak to the class on how he hooks on to a power line and how it is distributed in the house.	4. Resource person
5. Discuss terms such as purification, pumping station, etc.	5. Pass out a sheet on which is printed vocabulary words used in the study of water. Children should find definitions.	5. Prepared vocabulary sheet

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Take a trip to the city water purification plant and pumping station.	6. Have a resource person come to the class, before taking the trip, to explain the workings of the purification plant.	Books: *Your World, Let's Visit an Electric Company by Pope and Emmons, Taylor Publishing Co.
7. Class discussion on various workers involved in public utilities.	7. Discuss the people who lay the pipes, the meterman, the plumber and the workers in the city Department of Public Works.	* About Men at Work, The Line Man p. 20-23 by Ruth Radlauer, Melmont Pub 1958 * Community Helper Series, Clean Stre Clean Water, Clean Air; by Chapin Whitman Co, Chicago 1970
8. Draw a class mural	8. Have the children plan and draw and color a utilities mural which shows how electricity, gas and water get to their homes. The mural can show the various building lines and pipes connecting the homes with the various plants.	Working Together, Follett Publishin Films: Advertising film from M.D.U. on workers needed to provide you with power. Visit to the Waterworks, Encylopaedi Britannica Films, Color 11 min.
9. Bulletin Board	9. Construct a bulletin board showing public utilities workers.	*Sanitation & Sanitation Workers, Eye-Gate films Co #140-G Filmstrips: "*Gas & Oil Servicers" Edu-craft Inc. ECF-105 *"Electrical Servicers", Edu-craft Inc. ECF-104 9. "Natural Gas Serves our Communit Cut out kit - MDU - (free)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After the tour of city hall, each student will demonstrate knowledge that workers have responsibilities by drawing pictures of two of the workers they saw during the trip.

SUGGESTED SUBJECT AREA Soc. Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Brainstorm session on government officials.	1. Have class breakdown into small groups and each group lists as many people who govern us as they can think of ex. President, Vice president, Governor, mayor, etc. Have children bring back their ideas and discuss in the large group.	
2. Pupil reports on various presidents, governors, and mayors.	2. Children research a president, governor or mayor of their choice. After child has given report have class list responsibilities and duties each person had.	
3. Visit from the mayor	3. If possible have the mayor or your town or city come in and tell the children some of his duties and the duties of people who work with him. He can explain he has another job besides being mayor.	3. Resource person (mayor) Films: *Our Community Services 12 min. color, Encyclopaedia Britannica *The Mayor, 12½ min, color EBE What Our Town Does for Us Coronet Instruction b/w 11 min
4. Field trip	4. Arrange a tour of city hall, county court house, capital. Have children count the number of different workers and	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4.(cont) have them list and draw pictures of these workers. when they get back to school	Books: Community Helpers Books *I Know a Mayor - Williams Putnam's Sons - New York - 1967 * About the People Who Run Your City Shvilee Newman & Diane Sherman Melmont Publishing - 1963 *Let's Go to City Hall, Louis Wolfe Putnam 1959 *Let's Go to Court, McCarthy - Putnam *Let's Go to the White House Bernard Rosenfield, Putnam 1959
5. Class elections	5. Have children set up duties of class officers. Divide class into halves (parties). Each half nominates candidates for the various offices: ex. president, vice president, secretary, editor, etc. Have a class election complete with ballots, voting booth (polls) registration, etc. Have a class meeting (class council) at least every other week. Children discuss such things as keeping desks clean, overshoes in proper places, etc. They set up the special activities such as talent show and plays.	
6. Write letters	6. Write letters to elected officials this could also include the President of the United States	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list seven workers related to cotton and explain in a sentence what each worker does.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss	1. Discuss the growing and use of cotton bringing in a sample of cotton bole and/or cotton cloth. Discuss selling of cotton clothing Have students keep a list of workers involved in the cotton industry. (list should be kept on board)	
2. Art	2. Make a mural showing cotton from the field to the dress. Show filmstrips listed in resource materials.	
3. Role Playing.	3. Use classroom cupboard depicting each floor of a department store where cotton clothing is sold. Have a group of students responsible for each department. Have them decide which worker each student will be in which department. Use Barbie dolls depicting workers in store.	
4. Field trip	4. Field trip to department store. (continued)	

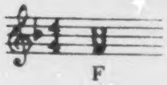
SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. continued Interview workers in various departments.	
5. Filmstrip and film	5. Students do research on: cotton growing cotton ginning cotton spinning cotton weaving	5. Filmstrip: *Cotton Clothing 138-M Imperial Film Company 4404 S. Florida Ave. Lakeland, Florida 3390 Film: *Cloth-Fiber through Fabric 15 min. Color Encyclopedia Britannica Film
6. Reports	6. Have students read books about the cotton industry and report to class.	
7. Music	7. Sing department store song together (included on next page as transparency)	7. Song: Department Store "Jump Down, Turn Around" attached

PICK A BALE OF COTTON

S201R—2A



Key of F Major
Begin on C (*sol*, or 5)
Count: 3 - 4 · 1 - 2 - 3 - 4 | 1 - Sing

ABOUT THE SONG

People who picked cotton by hand in the past often sang songs like this to provide rhythm for their work and to lighten the hard work of a long day.

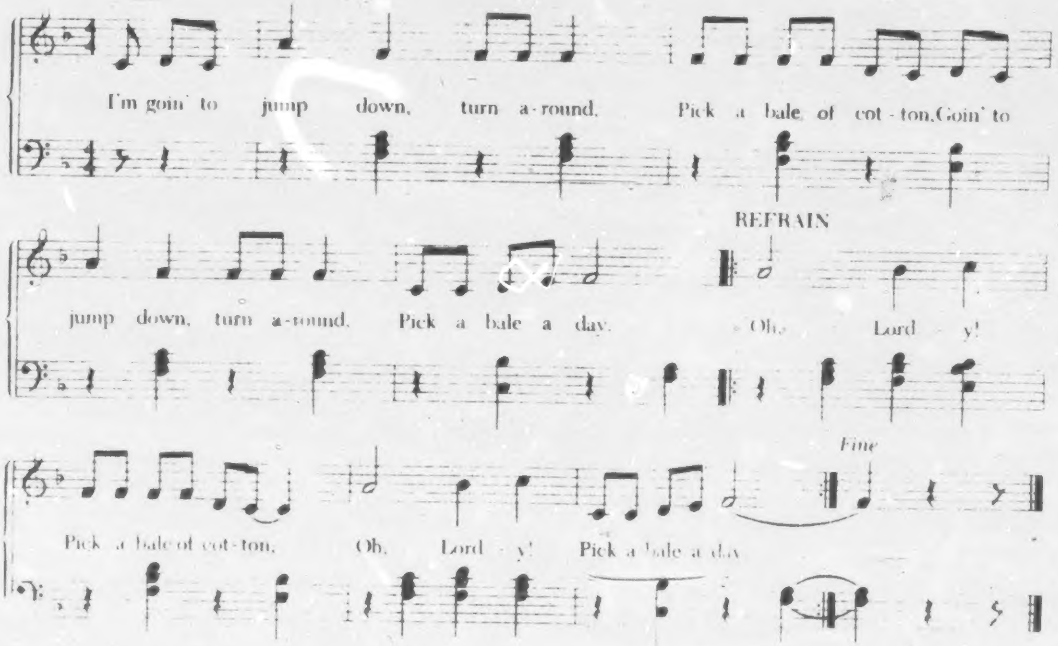
MOVING TO MUSIC

This lively song has a steady beat and invites vigorous rhythmic movement.

1. While second graders may have difficulty clapping on the off-beat as indicated on the child's page, they will enjoy trying to do so. The important thing, however, is that they clap to the rhythm.
2. Give small groups an opportunity to act out the words of the song by jumping, turning around, and pretending to pick cotton.

PLAYING INSTRUMENTS

Let children take turns playing the instruments suggested on the child's page. They will be challenged by the concentration required. They may also wish to develop their own instrumental accompaniment.


I'm goin' to jump down, turn a-round. Pick a bale of cot-ton, Goin' to
jump down, turn a-round. Pick a bale a day.
REFRAIN
Oh, Lord-y!
Pick a bale of cot-ton. Oh, Lord-y! Pick a bale a day
Fine

DEPARTMENT STORE

FIRST FLOOR GOING UP
SHOES ON THE SECOND FLOOR
THIRD FLOOR COATS AND HATS
FOURTH STEP BACK FROM THE DOOR
FIFTH FLOOR FURNITURE
SIXTH STEP BACK SOME MORE
SEVENTH TOYS AND ELECTRIC TRAINS
EIGHTH WHAT A GREAT BIG STORE
THEN WE GO DOWN,
DOWN,
DOWN,
DOWN,

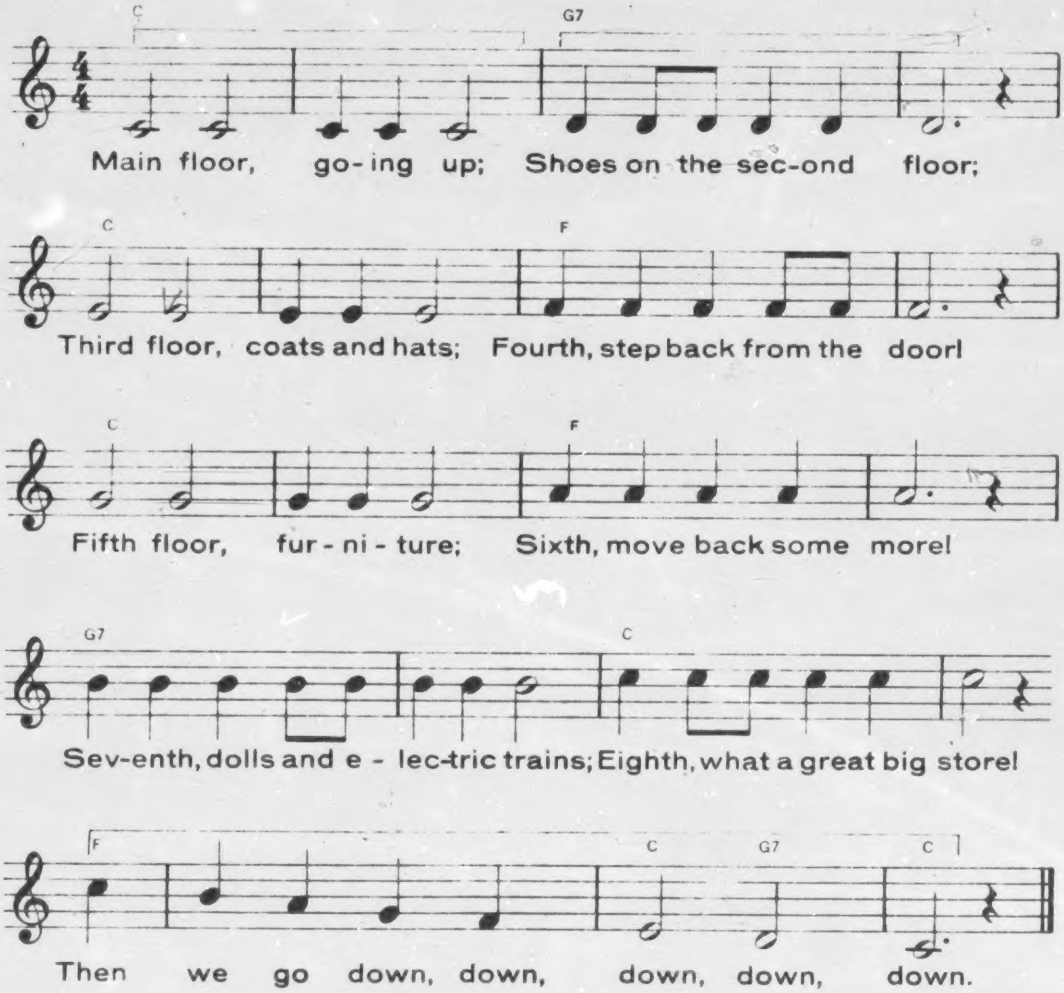
Find the tunes that stay on the same notes: →

Find the tune that goes down ↘

The song goes up and down like an elevator: ↗↘

Department - Store Elevator

Words and Music by Richard C. Berg


C
G7
Main floor, go-ing up; Shoes on the sec-ond floor;
C
F
Third floor, coats and hats; Fourth, step back from the door!
C
F
Fifth floor, fur - ni - ture; Sixth, move back some more!
G7
C
Sev-enth, dolls and e - lec-tric trains; Eighth, what a great big store!
F
C
G7
C
Then we go down, down, down, down, down.

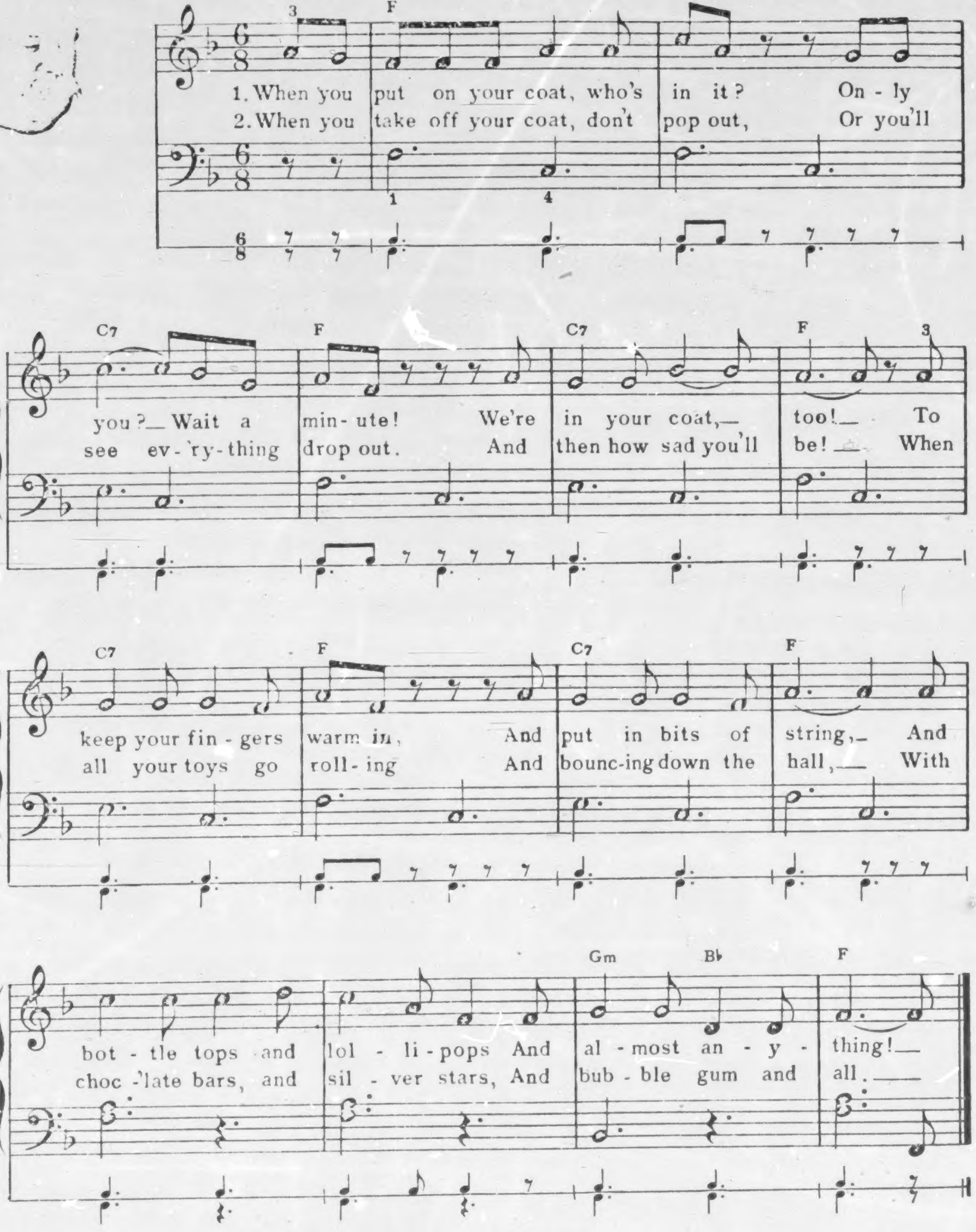
[illegible]

[illegible]

[illegible]

Pockets

Text by LEO PARIS
Music by LEE HERSCHEL


F
1. When you put on your coat, who's in it? On - ly
2. When you take off your coat, don't pop out, Or you'll
27e
C7 F C7 F
you? — Wait a min - ute! We're in your coat, — too! — To
see ev - 'ry - thing drop out. And then how sad you'll be! — When
C7 F C7 F
keep your fin - gers warm in, And put in bits of string, — And
all your toys go roll - ing And bounc - ing down the hall, — With
Gm B♭ F
bot - tle tops and lol - li - pops And al - most an - y - thing! —
choc - 'late bars, and sil - ver stars, And bub - ble gum and all. —

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list five workers in his community and also list any special clothing that these people must wear on their jobs and the reason for the clothing worn.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Third

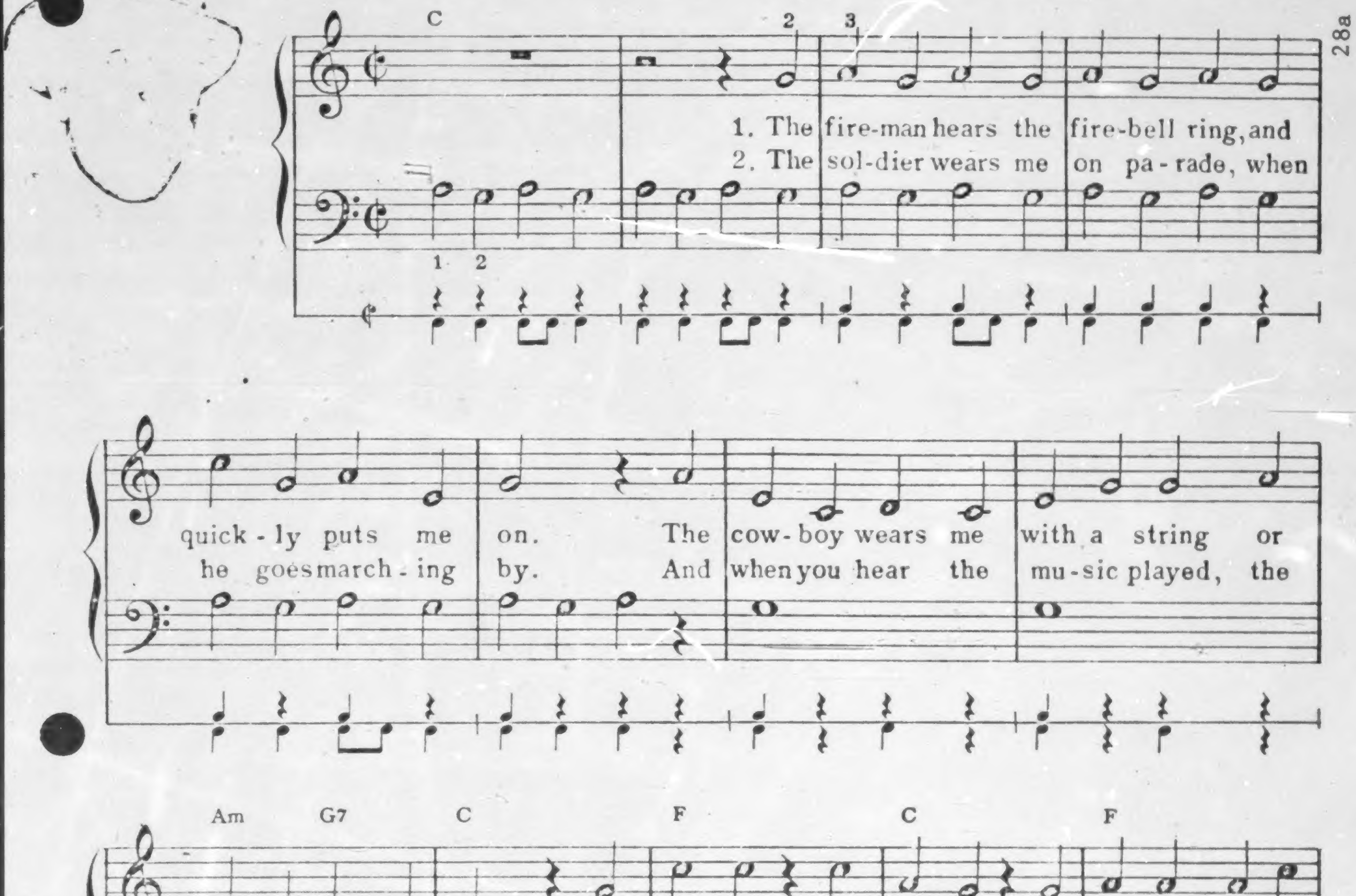
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Clothing Unit Reports on how clothing is important to various occupations and how it changes as the job requirements change or technology changes.	1. List on board various jobs with which children are familiar. Have each child select one occupation and interview someone serving in that capacity. The interviews will include the following questions: A. What kind of clothing do you wear for your work? B. How does it help you in your work? C. What changes, if any, have been made in the kind of clothing you wear?	Filmstrip Imperial Filmstrip *"Cotton Clothing from field to you" Bismarck Public Schools: 138-2 "Cotton Spinning and Weaving" 138-1 "Cotton Growing and Ginning" 138-3 "Designing cloth for clothes" 128-4 "Silk Screen printing" 138-5 "The garment factory" 138-6 "The retail store"
2. Have children make a list of occupations that require special clothing for their work.	2. List these on the board and have children bring pictures showing the different clothing worn in various occupations.	
3. Field Trip	3. Visit a local clothing manufacturing plant to see an article from start to a finished product.	Clothing Factory
4. Write letters	4. Write thank you letters to plant visited.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Hats

Text by LEO PARIS

Music by LEE HERSCHEL


C
2
3
1. The fire-man hears the fire-bell ring, and quick-ly puts me on. The cow-boy wears me with a string or soon I would be gone. The mail-man, po-lice-man. the man who's at the zoo All put me on and take me off and say, "How do you do?"
2. The sol-dier wears me on pa-rade, when he goes march-ing by. And when you hear the mu-sic played, the tall-est one am I. Your un-cle, your fa-ther, and e-ven lit-tle you All put me on and take me off and say, "How do you do?"
1 2
Am
G7
C
F
C
F
C
F
C
Dm
G7
C
28a

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Children will be able to either: 1.list and locate on a map, two industries of North Dakota and be able to discuss in writing the responsibilities of three factory workers or 2. draw a picture to show an understanding of assembly line work.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Class Discussion	1. Ask pupils to relate what they already know about mining and manufacturing. Brainstorm to find out what they would like to find out.	
2. Research	2. Let children research various types of resources for manufacturing. Report findings to class.	2. Regions & Social Needs, Laidlaw Encyclopedia, listed library books.
3. Discussion	3. Discuss various jobs and responsibilities of each worker in factories.	
4. Concentration on manufacturing done in North Dakota - Mural drawing.	4. Discuss concept "industry". Briefly relate to North Dakota. Locate areas. Have class make mural showing North Dakota oil and coal regions.	4. North Dakota Maps - Parent consultation
5. Interviewing, Research Comparison	5. Compare N. D. industries with other states - Also compare jobs and responsibilities of workers in the industries.	5. Encyclopedias - Listed Library Books Resource people in neighborhood and family for interviewing.
6. Game	6. Play game of "What's My Line?" (continued)	

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ________________; Grade level? ________________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource material for this activity.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Each chooses a particular worker in an area discussed for the "Line" to be guessed.	Books: 1. *Your World-Let's Visit a Silver Company, by Pope & Emmons, Taylor Publ 1969 2. *Your World-Let's Visit a Clothing Factory, Pope & Emmons, Taylor Publ. (1968 3. *Come to Work With us in a Toy Factory Jean & Ned Wilkinson, Sextant System, Inc. 4. *I Want to Be a Coal Miner - Carla Greene Children's Press 5. *Let's Go to a Paper Mill - Perkins Putnam's Sons - 1969 6. *Your World-Let's Visit a Paper Mill Pope & Emmons - Taylor Publ. Co 1969 7. *The Cabinet Makers, Leonard Fisher Franklin Watts, Inc. 1966 8. *Your World-Let's Visit an Oil Co. Pope & Emmons - Taylor Publ. Co 1968 9. *Your World-Let's Visit a Mining Co. Pope & Emmons - Taylor Publ. Co 1968 10. * Your World-Let's Visit a Furniture Factory, Pope & Emmons - Taylor Publ. 1969 11. * Let's Go to A Steel Mill Erma Green - Putnam's Sons 1961
7. Creative Writing.	7. Write a creative story in first person pretending to be a worker discussed. Have him tell about his day from the time he gets up until he gets back home.	
8. Art project or class work project.	8. Put an assembly line into action either with an art project that has several steps or do a class project e.g. sanding and refinishing a table or chair.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to choose one area outside the community and list two occupations that would be found there but would not be found at home and explain why it is not found in our area.

SUGGESTED SUBJECT AREA Soc. Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show filmstrip and discuss	1. Show second half of filmstrip, "Places to Go," and discuss the world as the ultimate of the expanded community. Discuss the opportunities offered in various areas. Discuss the similarities and differences between scenes depicted and those at home. Have children write report on what they have seen titled "If I had a Magic Carpet". Cut 11" by 18" construction paper into curved shape for magic carpet. Fold and cut to about 1 inch of edge. Weave with strips of wallpaper, bunch ends and tie with yarn.	1*Filmstrip: "Places to Go" Guidance Associates
2. Have students report Mounting: Wallpaper and construction paper woven magic carpet tied with yarn. Mount report and display.	2. After students have constructed their magic carpet with wallpaper samples discuss workers involved in those two industries. Have students find out where most of our carpeting comes from.	
3. List Carpet Workers	3. List workers in the carpet industry include duties, training, etc.	

continued

SUGGESTED CORRELATION FOR THIS ACTIVITY

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. List wallpaper workers	4. List workers involved in the wall paper industry, include duties, training, etc.	
5. Field trip	5. Visit a furniture store to see carpet and wallpaper departments.	Local furniture store.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student, working as a part of a group will be able to complete a booklet about transportation workers.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

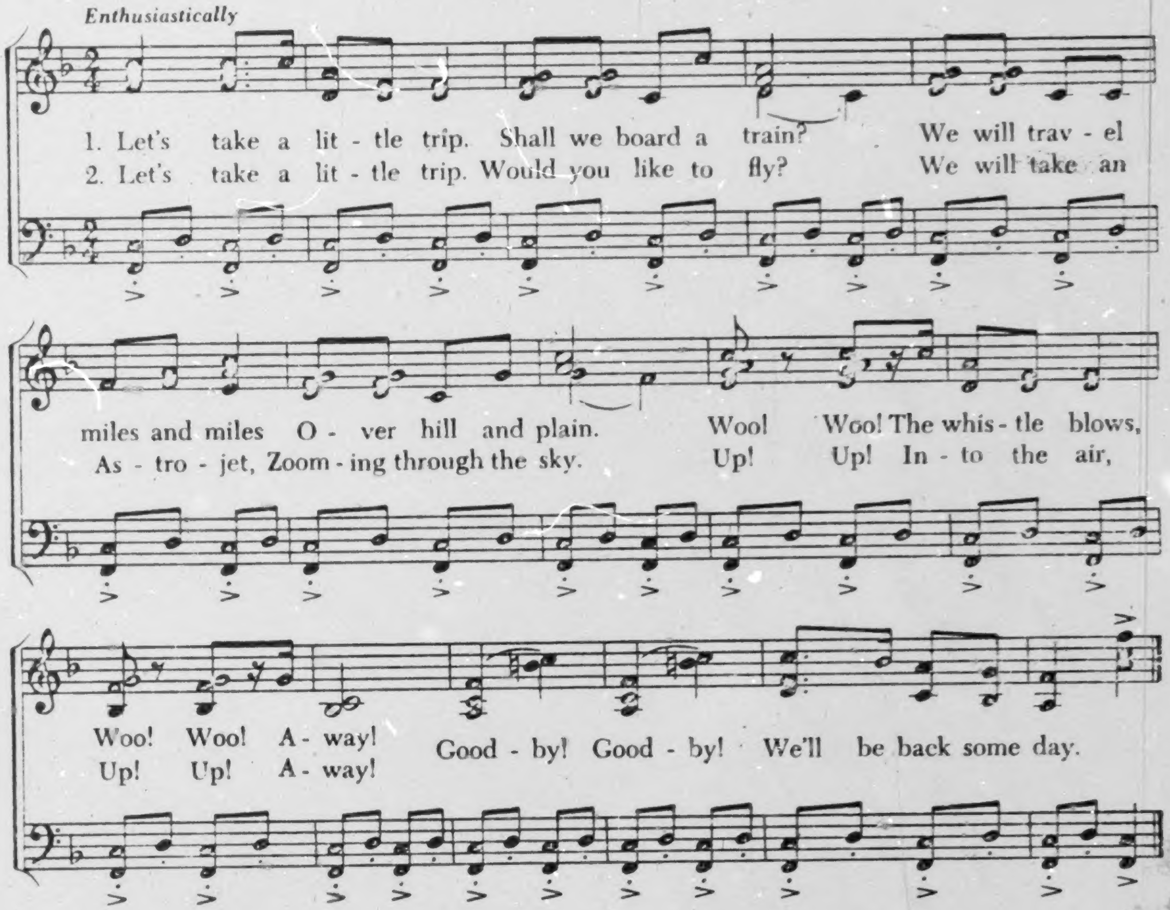
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This activity can be used in connection with a transportation unit. Assign groups Give topics Work on a booklet Draw a picture Children report material to class Discussion	1. Put children into groups. 2. Assign each group a topic such as car, buses, trains, subways, monorails, airplanes and helicopters, boats, trucks. 3. Each group produces a booklet including: a. What workers are needed b. Who invented it c. When it was invented d. Where invented e. How it is valuable to a city or town. 4. Each child draws a picture of the transportation. 5. One child from each group reports the material to the class. 6. Booklets available for free time reading. 7. Discuss the changes in transportation. 8. How will they change in the future?	1. Golden Book Encyclopedia 2. Books on transportation from school library and Exemplary Library. 3. Working together by Follett 4. Read to them the Real Future of Transportation by James Vorhees Our Working World Books: *The True Book of Travel By Land Joan Beales - Baker -Taylor Company * Wonderful Wheels Feenie Ziner - Melmont Company

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Let's Take a Little Trip

Words and Music by Lolly Williams
Verse 3 by Imogene Hilyard
Arranged by Georgette LeNorth

Vacation time is coming. Are you planning a trip with your family? Have you ever ridden on a train? an airplane? a ship?

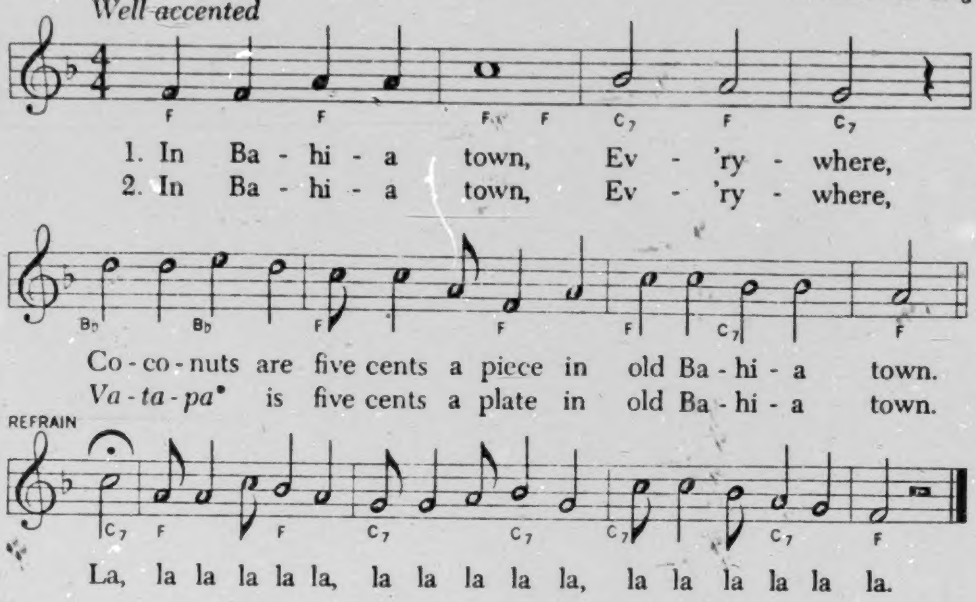

Enthusiastically
1. Let's take a lit - tle trip. Shall we board a train? We will trav - el
2. Let's take a lit - tle trip. Would you like to fly? We will take an
miles and miles O - ver hill and plain. Woo! Woo! The whis - tle blows,
As - tro - jet, Zoom - ing through the sky. Up! Up! In - to the air,
Woo! Woo! A - way! Good - by! Good - by! We'll be back some day.
Up! Up! A - way!

3. Let's take a little trip. Would you like to sail?
We will board a big steamship, Hear the foghorns wail.
Sail! Sail! across the sea, Sail! Sail! away!
Good-by! Good-by! We'll be back some day.

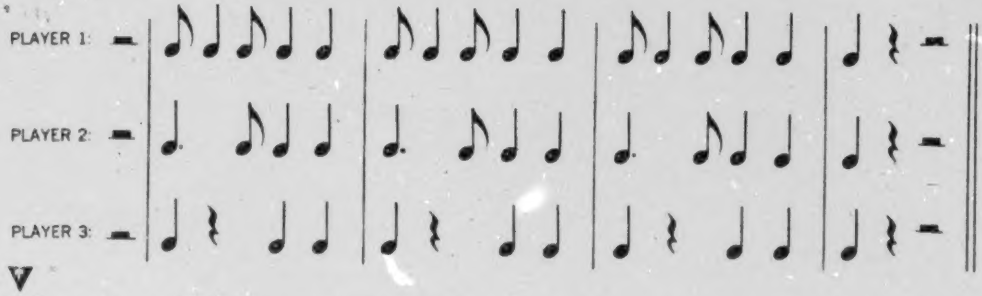
In Bahia Town

B. P. K.

Brazilian Folk Song


Well accented
F
F
F
F
C7
F
C7
1. In Ba - hi - a town, Ev - 'ry - where,
2. In Ba - hi - a town, Ev - 'ry - where,
B♭
B♭
F
F
F
C7
F
Co - co - nuts are five cents a piece in old Ba - hi - a town.
Va - ta - pa* is five cents a plate in old Ba - hi - a town.
REFRAIN
C7
F
F
C7
C7
C7
C7
F
La, la la la la la, la la la la la, la la la la la la.

REFRAIN
ACCOMPANIMENT:


PLAYER 1:
PLAYER 2:
PLAYER 3:

V
Where does this melody skip through
the tones of the F chord?

* Vatapá is a national dish.

CAREER DEVELOPMENT ACTIVITIES

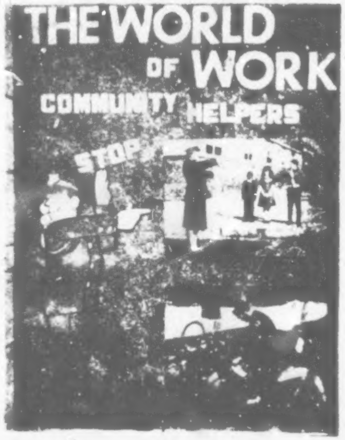
2

BROAD OBJECTIVE: To provide general observational experiences about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list three places in city and list two advantages for their location and one disadvantage.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Third

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Bus tour of community  	Each child is provided with a map of the city. During class periods they locate areas of interest such as grade school, high schools and colleges, federal buildings, state buildings and city buildings. These are discussed as to their importance to the city and the people. Practice in using maps including directions and symbols is incorporated. Children then tour the city and take pictures of various locations. These are used on a bulletin board with string locating them on city map; this can remain up during school and is useful in future development.	Map of the city Chamber of commerce Film: *Pat Explores His City 14 min. Color Encyclopaedia Britannica Corp.

Teacher Evaluation:
1. Did this activity apply to the suggested subject area? ________________; Grade level? ________________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource material for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to list the three different types of buses and explain in a paragraph the main function of each type.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Study of buses 1. Read and discuss	1. History of the bus information available in Read about the Busman.	*Read About the Busman, Louis Slobodkin Franklin Watts, Inc.
2. Art	2. Illustrations can be drawn by the children of the different changes and improvements of the bus over the years; under each picture a caption telling about the particular bus. These pictures can be fastened together to make a movie.	*Your World Let's Take a Bus Trip, Billy N. Pope and Romona Emmons, Taylor Publishing Co.
3. Discuss	3. What are three types of buses? a. cross country b. city transit c. school bus Name some workers that make a bus trip possible. what would a bus driver have to know? a. know names of streets if a city transit b. know the route if cross country c. know road signs (continued)	328 *"Bus Driver," 11 min. Encyclopedia Britannica Co 425 N. Michigan Ave, Chicago, Ill 60611 Filmstrip: *"Transportation and Transportation Workers" Eye Gate House Inc. 140-H *"City Bus Driver" EBF 11 min. color 2027

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Art	4. Children can make a poster using the different road signs that a bus driver would have to know.	
5. Role Playing	5. Children can build a ticket office. Take turns being the ticket agent. Different color and different price tickets for different places can be purchased by the passenger. Also can role play the ride - stressing good rules for riding in a bus.	
6. Listen to cassette	6. Listen to the cassette part 6 segment 1 - "The Yellow School Bus" Suggestions as to the discussion before the recording and after are included.	Poster - The Bus Driver from Community Helpers Instructor cassette H. Wilson Corporation
7. Field trip	7. Visit local bus depot for culmination of activity.	Living With Others Citizenship II Social Studies S 12
8. Write letters	8. Write thank you letters to bus driver and bus depot workers after trip.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes towards the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children will be able to draw a picture showing how people travel by foot and be able to explain in writing the necessity of walking in certain geographical areas and why others walk voluntarily.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

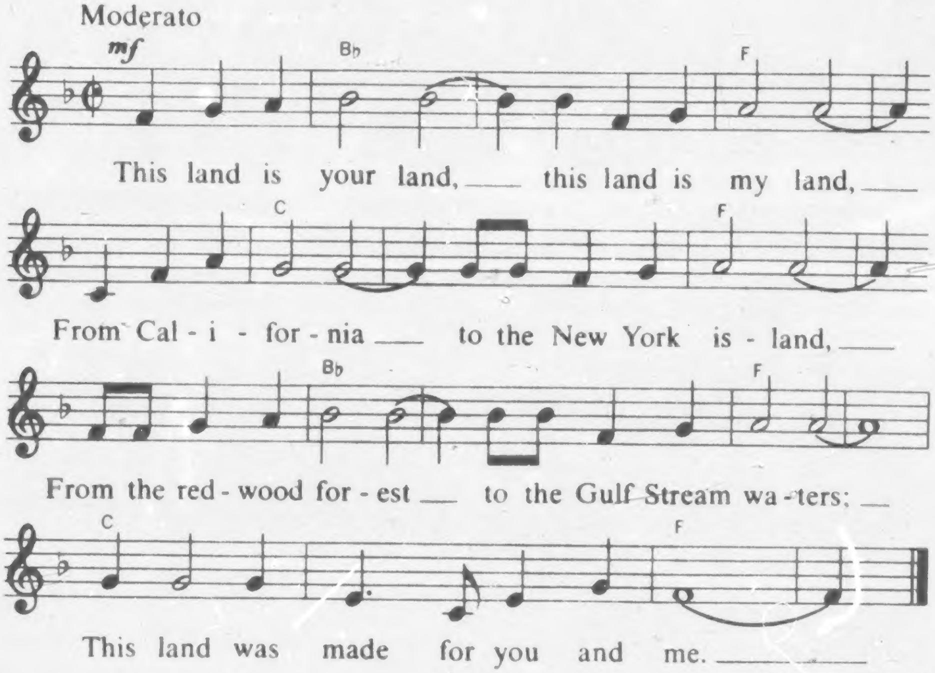
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discuss how the early people traveled.	Have class discussion establishing the fact that early people traveled over land by foot. How the people transported their products to market.	Working Together, Follett
	Discuss places such as the Congo Basin where the forests are so thick that their transportation would have to be by foot.	Regions and Social Needs Laidlaw Brothers Publishers Pg. 134-135
Compare today's travel with early travel.	Discuss improvements in transportation.	Filmstrip: *"Transportation and Transportation Workers" 385 140-H Eye Gate House, Jamaica, N. Y. 11435
Take a walk.	Take a walk around the school. After returning ask some advantages of our transportation over foot transportation.	
Chalk drawing	Children can do a chalk drawing of what they saw. It could be what the people are doing.	
List some jobs that require walking.	What occupations require walking? Song: This Land Is My Land / The Caravan	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

THIS LAND IS YOUR LAND

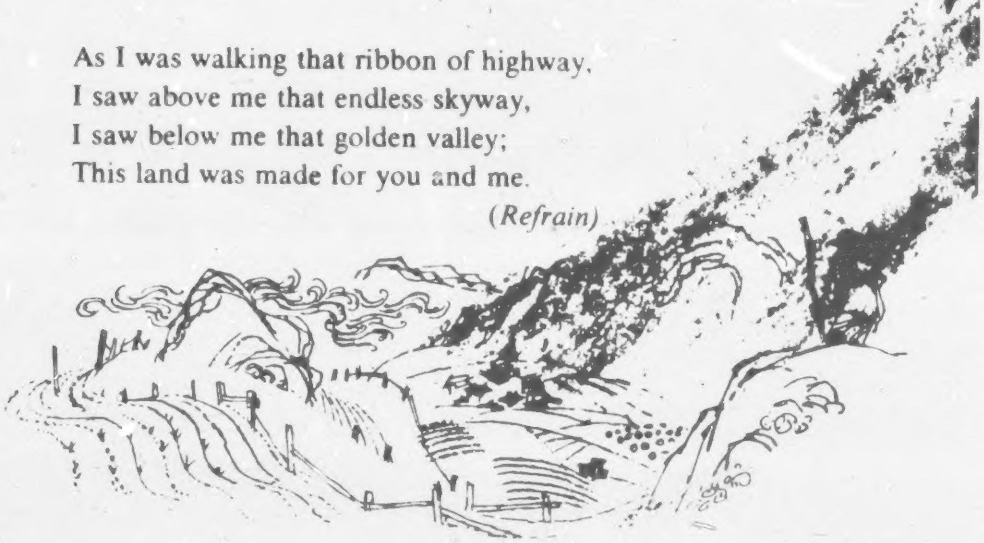
Words and Music by Woody Guthrie

34a


Moderato
mf
B♭
F
This land is your land, ___ this land is my land, ___
C
F
From Cal - i - for - nia ___ to the New York is - land, ___
B♭
F
From the red - wood for - est ___ to the Gulf Stream wa - ters; ___
C
F
This land was made for you and me. ________

As I was walking that ribbon of highway,
I saw above me that endless skyway,
I saw below me that golden valley;
This land was made for you and me.

(Refrain)

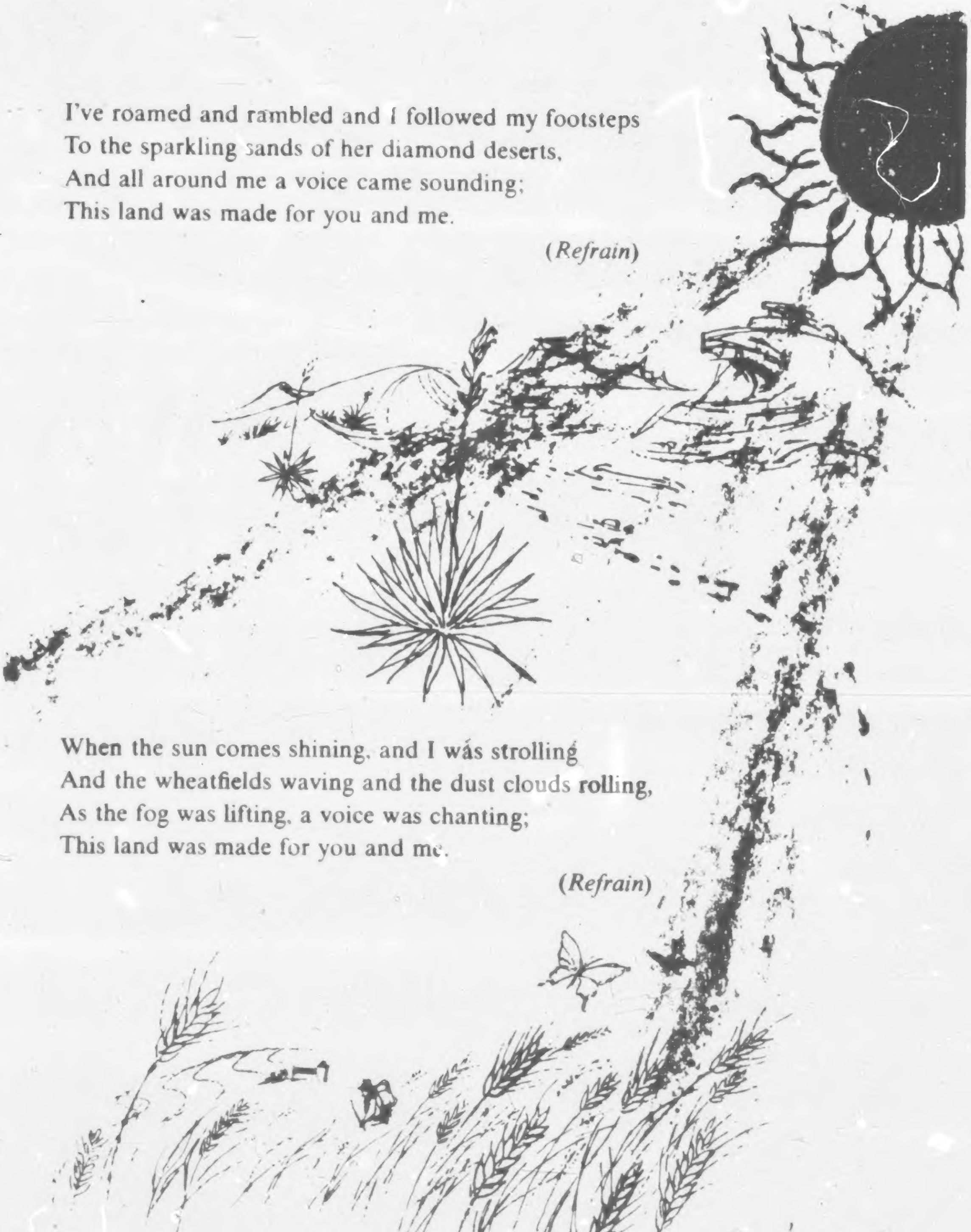


I've roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts,
And all around me a voice came sounding;
This land was made for you and me.

(*Refrain*)

When the sun comes shining, and I was strolling
And the wheatfields waving and the dust clouds rolling,
As the fog was lifting, a voice was chanting;
This land was made for you and me.

(*Refrain*)



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34c

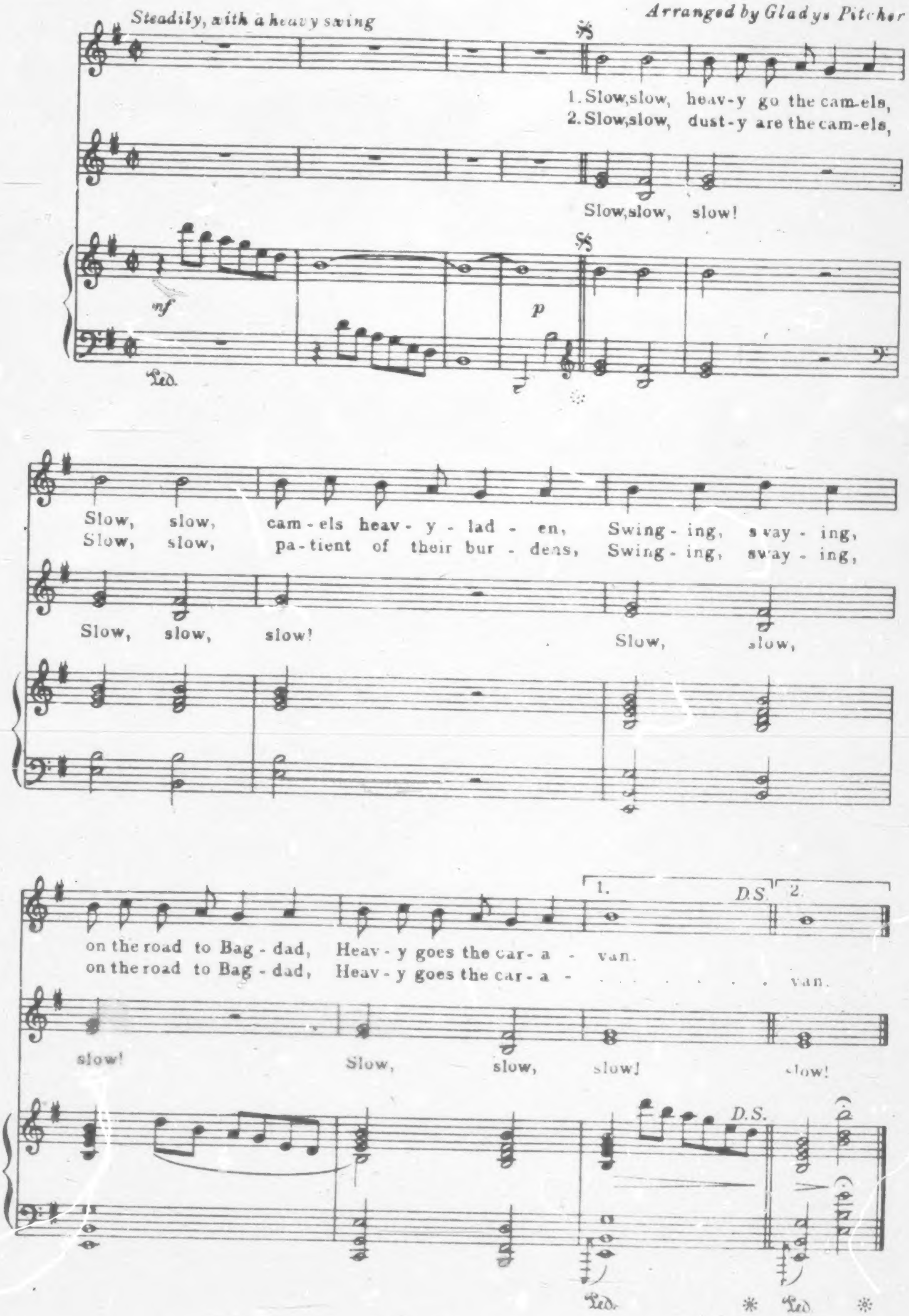
The Caravan

Children's Edition, Page 81

Stuart Paul

Syrian Tune

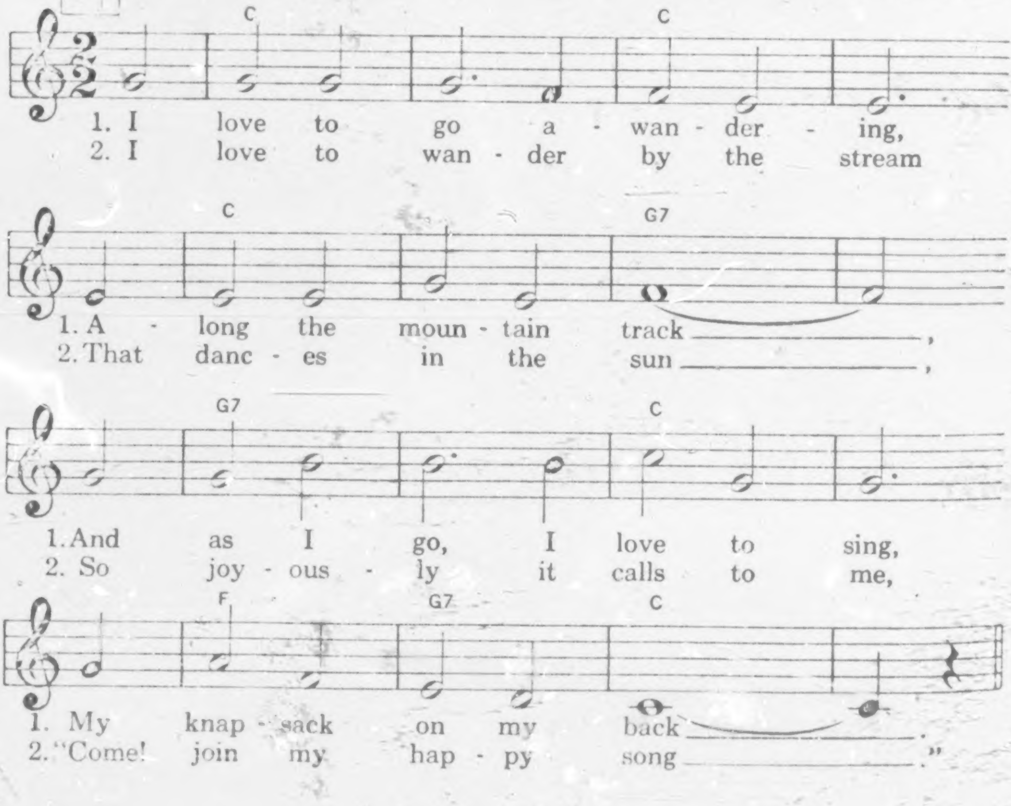
Arranged by Gladys Pitcher


Steadily, with a heavy swing
mf
p
𝄋
1. Slow, slow, heav-y go the cam-els,
2. Slow, slow, dust-y are the cam-els,
Slow, slow, slow!
Slow, slow, cam-els heav-y-lad-en, Swing-ing, sway-ing,
Slow, slow, pa-tient of their bur-dens, Swing-ing, sway-ing,
Slow, slow, slow! Slow, slow,
on the road to Bag-dad, Heav-y goes the car-a-van.
on the road to Bag-dad, Heav-y goes the car-a-van.
slow! Slow, slow, slow! slow!
1.
2.
D.S.
Ped.

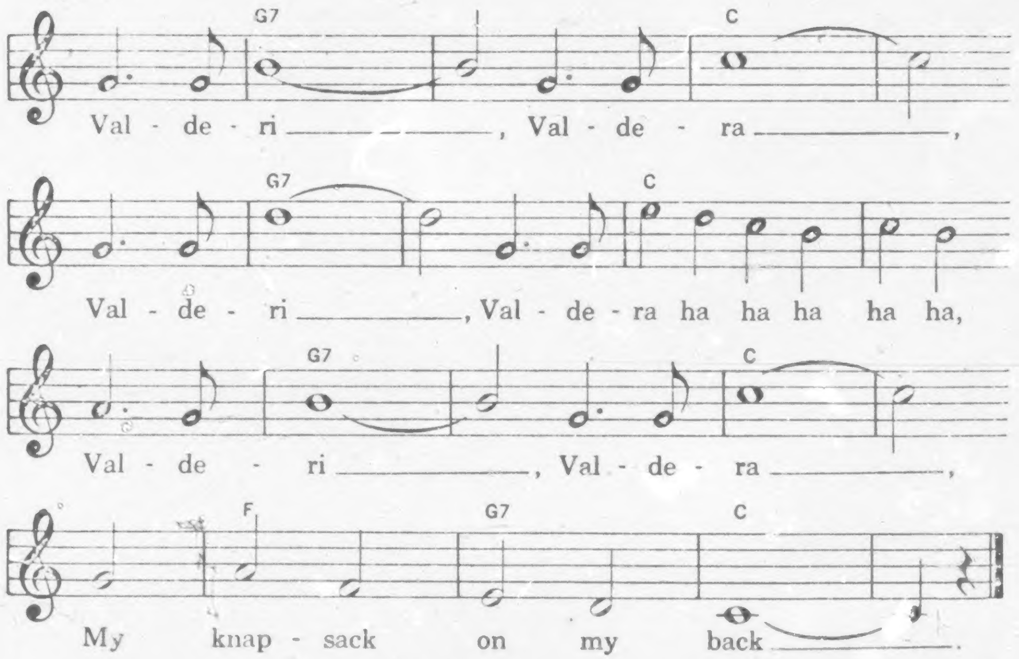
The Happy Wanderer

C 2 *In marching tempo*

MUSIC BY FRIEDRICH W. MÖLLER
WORDS BY ANTONIA RIDGE


C
C
1. I love to go a - wan - der - ing,
2. I love to wan - der by the stream
C
G7
1. A - long the moun - tain track,
2. That danc - es in the sun,
G7
C
1. And as I go, I love to sing,
2. So joy - ous - ly it calls to me,
F
G7
C
1. My knap - sack on my back.
2. "Come! join my hap - py song."

Refrain


G7
C
Val - de - ri ____________, Val - de - ra ____________,
G7
C
Val - de - ri ____________, Val - de - ra ha ha ha ha ha,
G7
C
Val - de - ri ____________, Val - de - ra ____________,
F
G7
C
My knap - sack on my back ____________.

3. I wave my hat to all I meet,
And they wave back to me,
And blackbirds call so loud and sweet
From every greenwood tree.
Refrain

4. High overhead, the skylark wing,
They never rest at home
But just like me, they love to sing,
As o'er the world we roam.
Refrain

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to draw a picture of some phase of the automobile industry discussed and explain it to the class.

SUGGESTED SUBJECT AREA Social Studies Transportation

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Activities that can be presented with a unit on the automobile.	1. Have the children being in pictures and models of cares.	Encyclopedia S
2. Discussion	2. Discuss the history, who invented it when invented, where invented, how it has changed the means of travel in our country.	
3. Language Letter Writing	3. Write to an automobile manufacturer for pamphlets and pictures of the specialization of work.	*The True Book of Automobiles Norman and Madelyn Carlisle Baker-Taylor Company
4. Class project	4. Work on an automobile scrapbook putting the pictures in and labeling the cars the children have collected for magazines.	
5. Discussion and listening	5. Have children tell about their trips taken by automobile. Use a map to point out areas where they have traveled.	
6. Class Discussion	6. Have children list all the workers that are involved in the manufacturing transporting to areas to be sold, the selling, and maintenance after being sold.	Filmstrip: *The Automible Service Station" Eye Gate House, Inc. 107-H

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
7. Art project	7. Design a car of the future	
8. Field trip	8. Visit a local automobile dealer.	8. Local Automobile dealer
9. Write letters	9. Write thank you letters to automobile dealer after visit.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Children will be able to name three types of trucks used in world of work, describe purpose of each type of truck, and describe the driver's responsibility in one sentence.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discuss the different types of trucks and their uses.	1. Have children name as many types of trucks as they have seen. Have them think of some of the products in a store that use a truck to transport it there.	Filmstrip: "Truck Transport on the Long Haul" (shows many types of trucks) Academy Films , 748 Seward St. Hollywood, Calif. 90038
2. Draw a Truck	2. Children can draw a picture of the type of truck that they would enjoy driving. Pictures can be put on the bulletin board.	*Truck Drivers what They Do, Carla Greene Harper Crest *I Want to be a Truck Driver, Carla Greene, Childrens Press
3. Children bring in their truck toys.	3. Children can bring their truck and have a sharing time. Have each child write a riddle describing a truck, children can guess.	*Big Book of Real Trucks - Grosset Films: *Truck Driver," 16 min, describes trip of a long distance by Encyclopedia Britannica
4. Name workers who are involved in a truck trip.	4. Discuss who are some of the workers necessary to make a truck trip possible.	*Let's Go to a Truck Terminal Marian Talmadge and Iris Gilmore
5. Field trip	5. Make a field trip to a local trucking company	
6. Discussion	6. Talk about and discuss what the children saw and learned.	
7. List what they saw and learned	7. List what they had seen and learned.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	7. continued This could be a chart.	
8. Write thank you notes.	8. Write thank you letters to the trucking company	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the World of Work

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to draw a picture showing four different types of boats and explain orally the main function of each type.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Map and globe work	1. Use a globe, point out that more than half of the world is covered with water.	Books **Your World Let's Visit a Ship* - Billy N. Pope and Ramona Ware Emmons, Taylor Publishing Co. **I Want to Be a Ship Captain* by Carla Greene Children's Press, Inc. Chicago Film: "Ferryboat" 9 min. color Bailey Film Inc. 6509 DeLongpre Abe., Hollywood, Calif. 90028 *"Boats and Ships EBE" - 11 min. color Songs: "Michael Row the Boat Ashore" Page 81, Making Music Your Own - Silver Burdett "Down the River", Expressing Music American Book Co, Page 64 "The River Lea" - Expressing Music American Book Company
2. List kinds of boats and ships	2. Have the children list the different types of boats and ships.	
3. Small group activity	3. Children can work in small groups, assigning each group one of the ships or boats mentioned. Each group can be responsible to tell the history of the particular topic and who earns a living. Some in the group could illustrate or cut out pictures. This material will go into a booklet. One child can report the material to the class.	
4. Write stories	4. Children can write stories comparing life on an ocean liner today with life on one of Christopher Columbus' ships.	
5. List safety signals and precautions	5. List safety signals and precautions for ships.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Sing	6. Sing - Michael, Row Your Boat Ashore The River Lea Down the River	*The True Book of Travel By Water John Hornby *About the Captain of a Ship Chace - Melmont *About Cargo Ships Uhl - Melmont

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to draw a picture of a train and orally explain four specific cars in the train and the work people do in each of the four cars.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

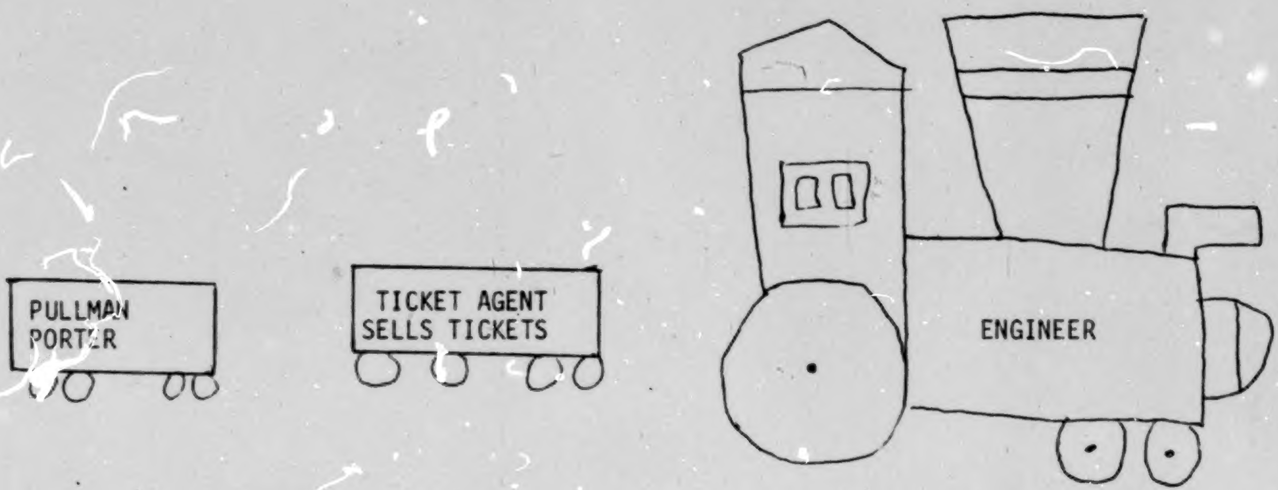
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discussion of history of railroad	1. Discuss the history of the railroad. where it originated when it originated how it made a growth in our country list different trains	Books *At the Railroad Station by Alma Kehoe Reck and Helen Hall Fichter, Melmont Publishers, Inc., Chicago, Ill. *Your World Let's Visit the Railroad - By Billy N. Pope and Ramona Ware Emmons Taylor Publishing Co. Films: *"Passenger Train," 11 min., detail duties of workers. Encyclopedia Britannica Films 425 N. Michigan Ave., Chicago, Ill 60611 "Freight Train-EBE" - color 11 min. "Railroad Station," 11 min., Tompkins Films Box 46611, Los Angeles, Calif. 90046 Songs: "I've Been Working on the Railroad" Making Music-Your Own Music, Page 86-87 Silver Burdett
2. Sketch railroads on a map.	2. Duplicate a map of the U.S. for each child. Sketch the railroads route.	
3. Picture Collection for bulletin board.	3. Have children bring in pictures of trains and locations that you can reach by train.	
4. Drawing	4. Draw the engine of a train, add cars to the train as children name and tell what jobs the workers employed by the railroad do.	
5. Use a time table	5. Secure time tables of the arrivals and departure times. Practice reading them.	
6. Music	6. Sing "I've Been Working on the Railroad"	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
7. Firld trip	7. Visit the local train depot. If possible go into train and see various workers.	Filmstrips and Cassettes * C 223-1 "Tracks, Yards, and Signals" IFC * C 223-4 "Railroads are People, Toc" IFC * C 223-3 "From Engine to Caboose" IFC * C 223-2 "The Work Trains Do" IFC
8. Write letters	8. Write thank you letters to train depot guides after trip.	
9. Bulletin Board	9. See illustration suggestion following.	

BULLETIN BOARD SUGGESTIONS


PULLMAN
PORTER
TICKET AGENT
SELLS TICKETS
ENGINEER

CAREER DEVELOPM ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to list four workers employed at an airport and explain at least one responsibility of each.

SUGGESTED SUBJECT AREA Science or Soc. Studies

SUGGESTED GRADE LEVEL Third

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Sharing time	1. Have a sharing time when children can bring inpictures of airplanes or bring in models.	*Come to Work With us in an Airport Jean and Ned Wilkinson *Your World Let's Take an Airplane Trip by Billy N. Pope (Good illustrations)
2. Discuss history	2. Discuss the history of airplanes. a. Who invented it. b. When invented c. Where invented d. Advantage of this means of travel e. Workers involved in the airplane making.	*I Want to Be a Pilot by Carla Greene Song: "Supersonic Jet"Music for Young Americans, pages 124-125 Film: *Airport, 11 min shows activities at a busy airport, including movement of a DC-6 from hangar to take off. Encyclopaedia Britannica Films, Inc. 425 N. Michigan Ave. Chicago, IL 60611
3. Discuss occupations Compose a cartoon of an airplane worker.	3. Discuss the occupations at the airport. The book Come to Work With Us in an Airport would be helpful. Have children compose a cartoon doing one of these jobs at the airport.	Fred and Billy Take an Airplane Trip 11 min, Coronet Instructional Films 65 East South Water Street, Chicago, Ill 60601
4. Discuss science principle	4. Correlate with Science discussing the principle that runs an airplane. (Continued)	*Airport in Jet Age, Color 11 min Encyclopaedia Britannica Films, Inc.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Runs by the same principle that a balloon filled with air-exhaust. Goes one way airplane goes the opposite.	*An Airplane Trip by Jet Color, 11 min Encyclopaedia Britannica Films, Inc.
5. Sing	5. Teach the supersonic Jet Song	Filmstrips: *Airport Workers Series Airport Service, I.F.C. 141-5
6. Field trip	6. If possible visit an airport	Gr. 3 Science Textbook - Harper Row
7. Make a mural of airport	7. Make a mural of an airport on a large sheet of wrapping paper. Lay out in chalk general arrangements of the airport. Children may draw various parts of the mural.	Wright Brothers - Time for True Tales Arbuthonot Anthology Film - Jet Pilot
8. Write Thank you letters	8. Write thank you letters to the airport after a tour.	Books: At the Airport Lillian Colonius and Glenn W. Schroeder Let's Go to the Airport Laura Sootin *The True Book of Airports and Airplanes John Lewellen m Children's Press, Chicago *Poster - The Airplane Pilot Community Helpers - Instructor * The True Book of Flight Edmund Blandford Children's Pres[illegible] *What Does an A[illegible]e Crew Do? E. Roy Ray Dodd, Mead Co. *I Know An Airline Pilot Muriel Stanek Putnam Co *I Want to Be an Airline Hostess Carla Greene - Children's Press Co Filmstrip - 141-5 Airport Workers Imperial Film Co.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to write a short story, pretending they are an astronaut.

SUGGESTED SUBJECT AREA Social Studies & Science

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read	1. If available read orally to the class Your World Let's Visit a Spaceship.	*Your World, Let's Visit a Spaceship by Billy N. Pope and Ramona Ware Emmons - Taylor Publishing
2. Discuss how a space ship works	2. Discuss how a space ship works.	*Come to Work with Us in Aerospace by Jean and Ned Wilkinson
3. Naming occupations	3. Duplicate for each child or put on tagboard for a class project a picture of a space ship. Above the point provide lines so the children can name the occupations involved in a space flight. The astronaut could be written in a circle representing the moon. A few lines coming down could be provided for the return trip	*What Does an Astronaut Do? Robert Wells Dodd, Mead and Co. Song -"A Trip in a Rocket Ship" Expressing Music, pages 40-41 American Book Co. Bulletin Board idea for students to construct - Attached
4. Sing Songs	4. Sing - A trip in a Rocket Ship	* I Want to Be A Space Pilot Ca[illegible]a Green
5. Write a story	5. Have children write a story about a pretend trip to the moon. They should include an imaginary space trip and what their functions are during the trip. They may also want to let their imaginations run and	*The True Book of Space Podendorf * Into Space With The Astronauts Scharff - Grosset and Dunlap Co.

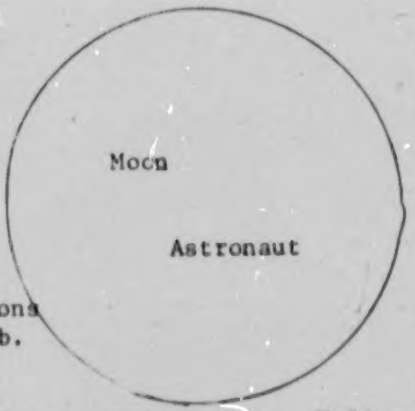
SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. Continued	
	describe the place they landed	*Space, Tellander Follett Co
6. Bulletin Board suggestion follows		
		*Let's Go to a Rocket Base Chester G. P. Putnam's Sons

BULLETIN BOARD IDEA

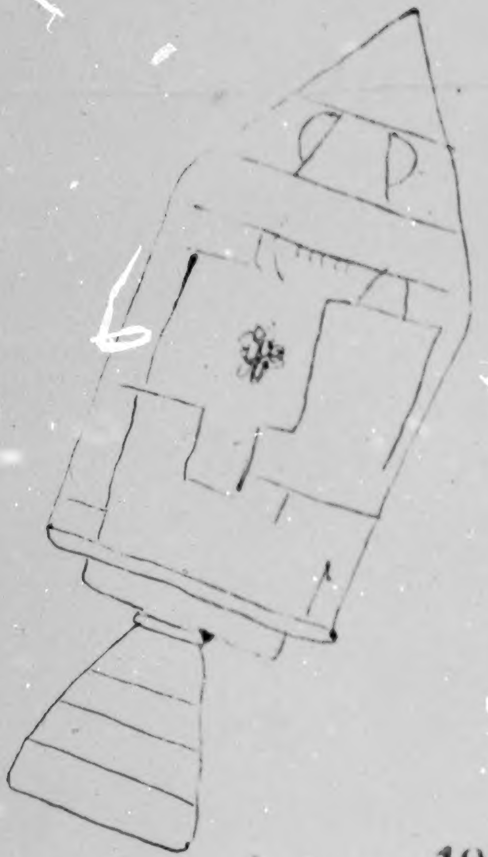
Blast off by listing those workers
needed for a space flight.



Come to work with
us in Aerospace
provides many occupations
plus duties of each job.

Mission Control
Technician
Engine Assembler
Cable Assembler
Polisher
Furnace Operator
Tester
Measurer
Chemical engineer
Chemist
Physicist
Engineer
Safety Director
Security Guard

Helicopter pilot
rescue team post
flight technician
project manager



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: The children should be able to name 2 ways to extinguish a fire.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Fireman visits classroom or field trip to fire department.	1. Fireman visits the third grade classroom designating them as junior fire marshals. Fireman wears his uniform.	Fireman - Comes to the third grade classrooms
2. Read and discuss	2. Hand out and discuss Junior fire material provided by the fireman. Included will be a routine check of the home for safety precautions.	Booklets provided by Fire Dept.
3. Hand outs	3. Hand out fire hats to the children.	Hats usually provided by fire dept.
4. Cassette	4. Provided with the cassette is a brief summary of the recording - questions to be discussed before and after recording.	*Cassette segment 2 "Fire Safety" social studies S12 *Living With Others, Citizenship II • H. Wilson Corp.
5. Read and discuss	5. Read and discuss fire extinguishers. Firemen will demonstrate the different extinguishers if contacted.	Third grade science text - Harper and Row Resource Person
6. Draw a poster	6. Draw a fire prevention poster.	Books: *About Firemen, Jane Hefflefinger and Elaine Hoffman, Melmont Publ. *Film 1754 In Case of Fire (color)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Bulletin Board suggestion: THE WORLD of WORK COMMUNITY HELPERS		Books: * Let's Find Out About Firemen Shapp, Franklin Watts, Inc. * I Know A Fireman Barbara Williams G. P. Putnam's Sons * Your World, Let's Visit the Fire Station - Billy N. Pope, Ed. D Taylor Publ. * The True Book of Policemen and Firemen Miner - Children's Press

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about world of work.

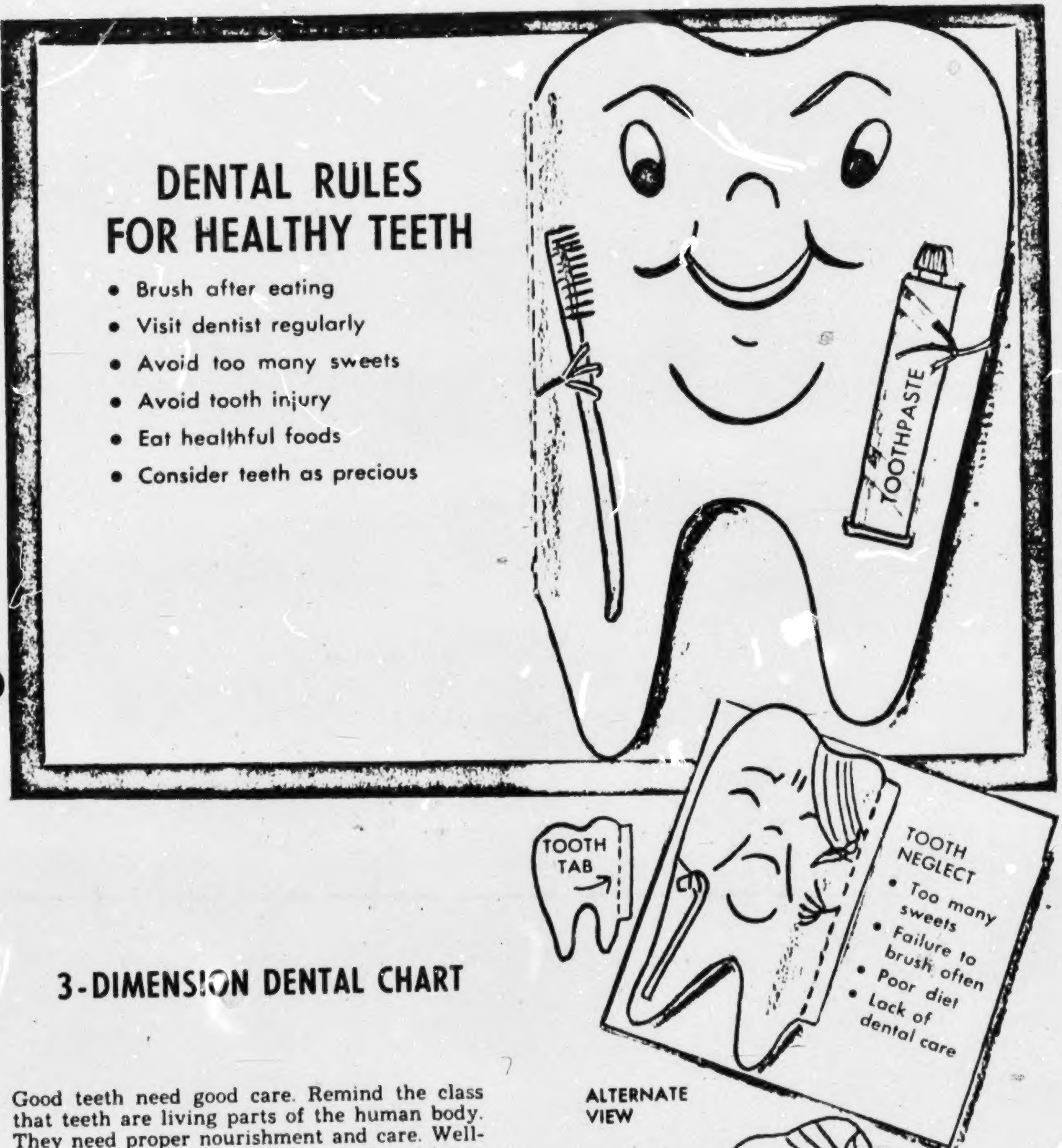
SPECIFIC BEHAVIORAL OBJECTIVE: After completion of selected activities each child will be able to write a paragraph stating why people need to be aware of goo dental health and list 3 good dental health rules.

SUGGESTED SUBJECT AREA Health (dental health)

SUGGESTED GRADE LEVEL 3

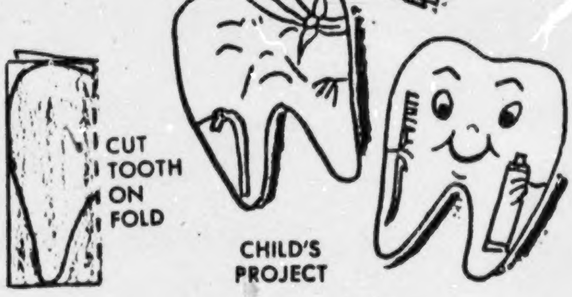
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Books 2.	1. Read and discuss library books.	1. Books: *Let's Go to A Dentist *I Want to Be a Dentist Carla Greene *So You Want to Be a Dentist Greenberg, Baker & Taylor
2. Posters	2. Discuss dental area of posters (Discussion questions suggested on back of posters)	2. *Posters - Community Helpers Instructor
3. Filmstrips	3. View filmstrips and discuss points of interest	3. Filmstrips *The Dentist *My Mother is a Dental Assistant Bismarck film Library: (available only to Bismarck teachers) 251 Good Dental Health is Up to You 252 Your Teeth and Their Care 135 Strong Teeth 997 Good Dental Health is Up to You (Also has record) 909 Health & Teeth 300 Winning "First" [illegible] Teeth Booklet "How We Take Care of Our Teeth" 16 pages by Mary Woolfington (1972) Available from: National Dairy Council 111 North Canal Street, Chicago Ill 60606 15c per booklet

SUGGESTED CORRELATION FOR THIS ACTIVITY:


DENTAL RULES FOR HEALTHY TEETH
• Brush after eating
• Visit dentist regularly
• Avoid too many sweets
• Avoid tooth injury
• Eat healthful foods
• Consider teeth as precious
TOOTHPASTE
TOOTH TAB
TOOTH NEGLECT
• Too many sweets
• Failure to brush often
• Poor diet
• Lack of dental care
ALTERNATE VIEW

3-DIMENSION DENTAL CHART

Good teeth need good care. Remind the class that teeth are living parts of the human body. They need proper nourishment and care. Well-chosen meals, adequate milk, regular visits to the dentist—all help maintain healthy teeth. The bulletin board features a huge folder (attached with a flap) so that it may show two views of a tooth. One side shows proper dental rules and a happy tooth—the alternate side shows poor dental habits and a sick tooth. Use heavyweight white tagboard to make the chart and staple it to a blue background. Each child might make a tooth shape and draw a happy tooth on one side and a sick tooth on the back side.

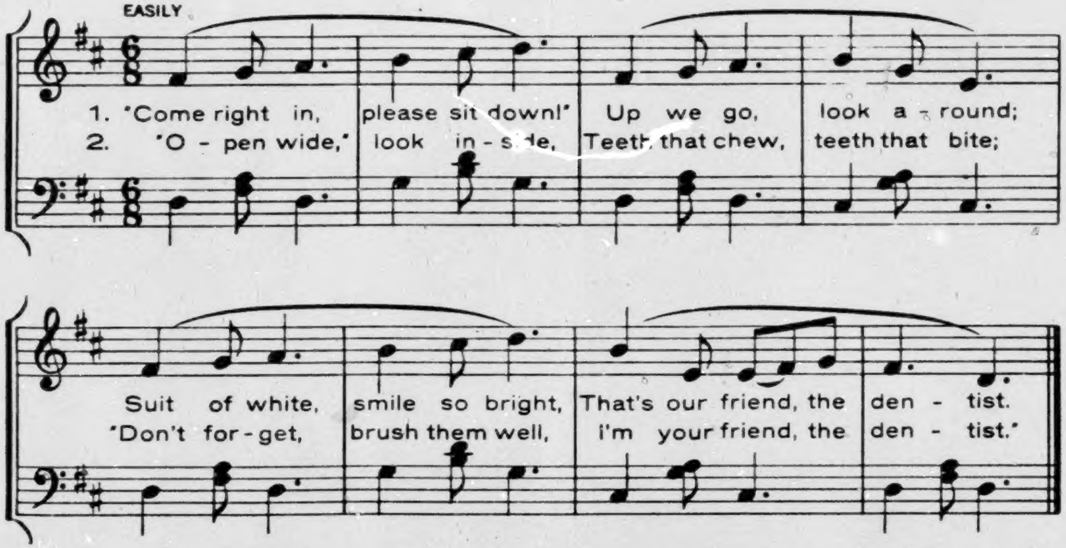

CUT TOOTH ON FOLD
CHILD'S PROJECT

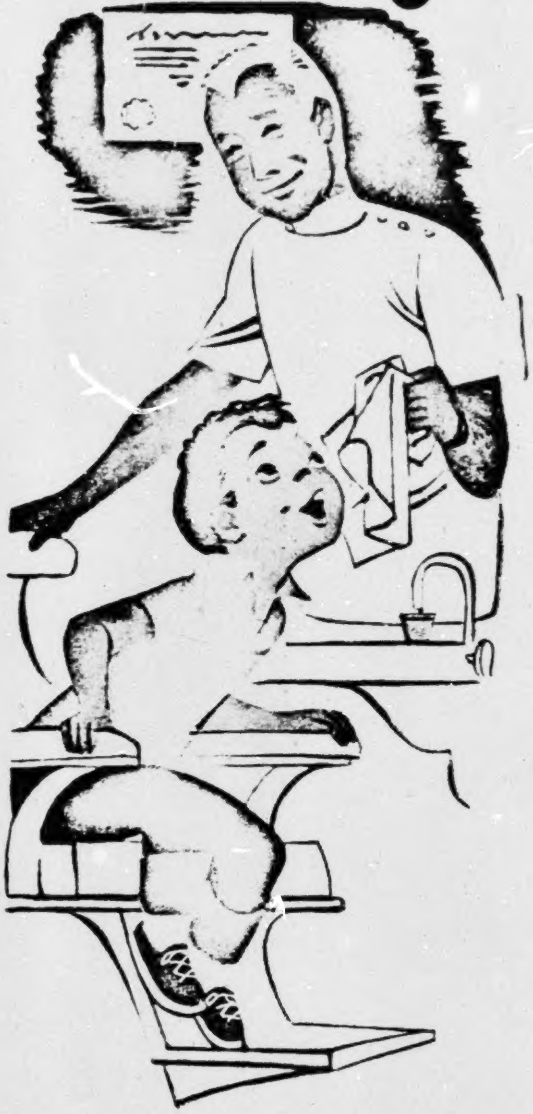
CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Resource person or field trip	4. If possible, visit a dentist's office or have a resource person comein (Dentist, dental assistant dental hygenist, or someone connected with dentistry) Often dental care kits are available for distribution to each child.	
5. Art Project and bulletin board	5. Children can make pictures of dentist's work or someother person's work connected with teeth. Children may also draw a face on a large cut out tooth - (Healthy Teeth=Happy Faces)	
6. Music Sheet attached	6. Learn attached song about dentist	

The Dentist

Words and Music by Robert Pace


EASILY
1. 'Come right in, please sit down!' Up we go, look a - round;
2. 'O - pen wide,' look in - side, Teeth that chew, teeth that bite;
Suit of white, smile so bright, That's our friend, the den - tist.
'Don't for - get, brush them well, I'm your friend, the den - tist.'



Experiences that children fear can be made easier by talking about them, singing about them, or acting them out.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA ________________

SUGGESTED GRADE LEVEL ________________

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ________________; Grade level? ________________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource materials for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information on the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Children should be able to name the four basic foods and list three occupations that involve food.

SUGGESTED SUBJECT AREA Health PhysicalEducation

SUGGESTED GRADE LEVEL Third

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Discussion	1. Talk about the four basic foods and their importance in the developing of a healthy body. Athletes are idols of the children at this age. This would be the ideal time to discuss how important it is for an athlete to eat nutritional meals and develop good eating habits.	Available free from the Wheat Commission Pamphlet - Follow the Foodway *Basketballs for Breakfast Sankey - Baker and Taylor Co. Chart: B21 Every Day - Eat the 1-2-3-4 Way (minature for children) 5¢ per minature P515 Every Day---Eat the 1-2-3-4 Way Chart 40¢ per chart
2. Locate pictures continued	2. Children could find pictures of foods and cut them from magazines. An activity for the children could be to categorize them into one of the 4 basic food groups.	Available from National Dairy Council 111 North Canal Street Chicago, Ill. 60606

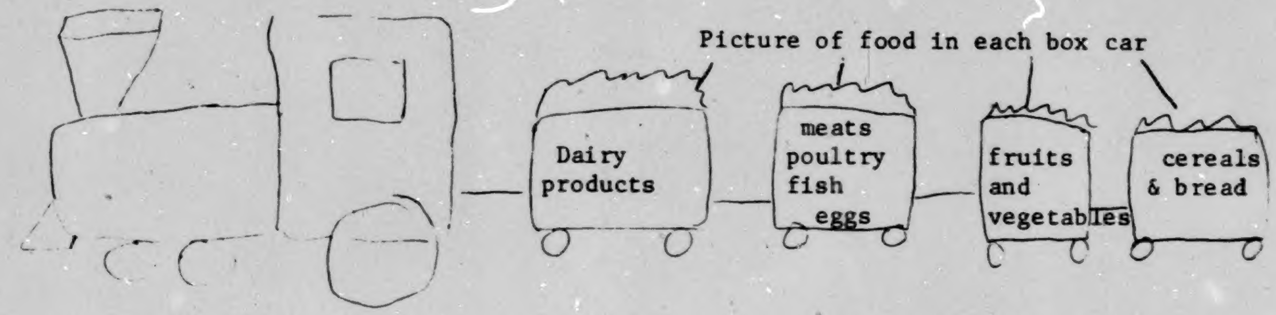
SUGGESTED CORRELATION FOR THIS ACTIVITY:

ACTIVITY

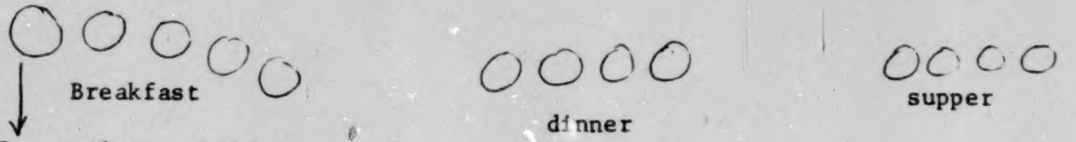
Bulletin Board

These pictures could be used in a bulletin board display

sample title - ALL ABOARD FOR GOOD MEALS!


Picture of food in each box car
Dairy products
meats poultry fish eggs
fruits and vegetables
cereals & bread

Children arrange pictures on bulletin board


Breakfast
dinner
supper

Paper plates children arrange pictures of food for a well balanced meal

Make a poster

Variation - Children could design a poster either draw it or use appropriate magazine pictures.

Keep a record or chart

Children could keep a record of the foods they eat covering a several day period.

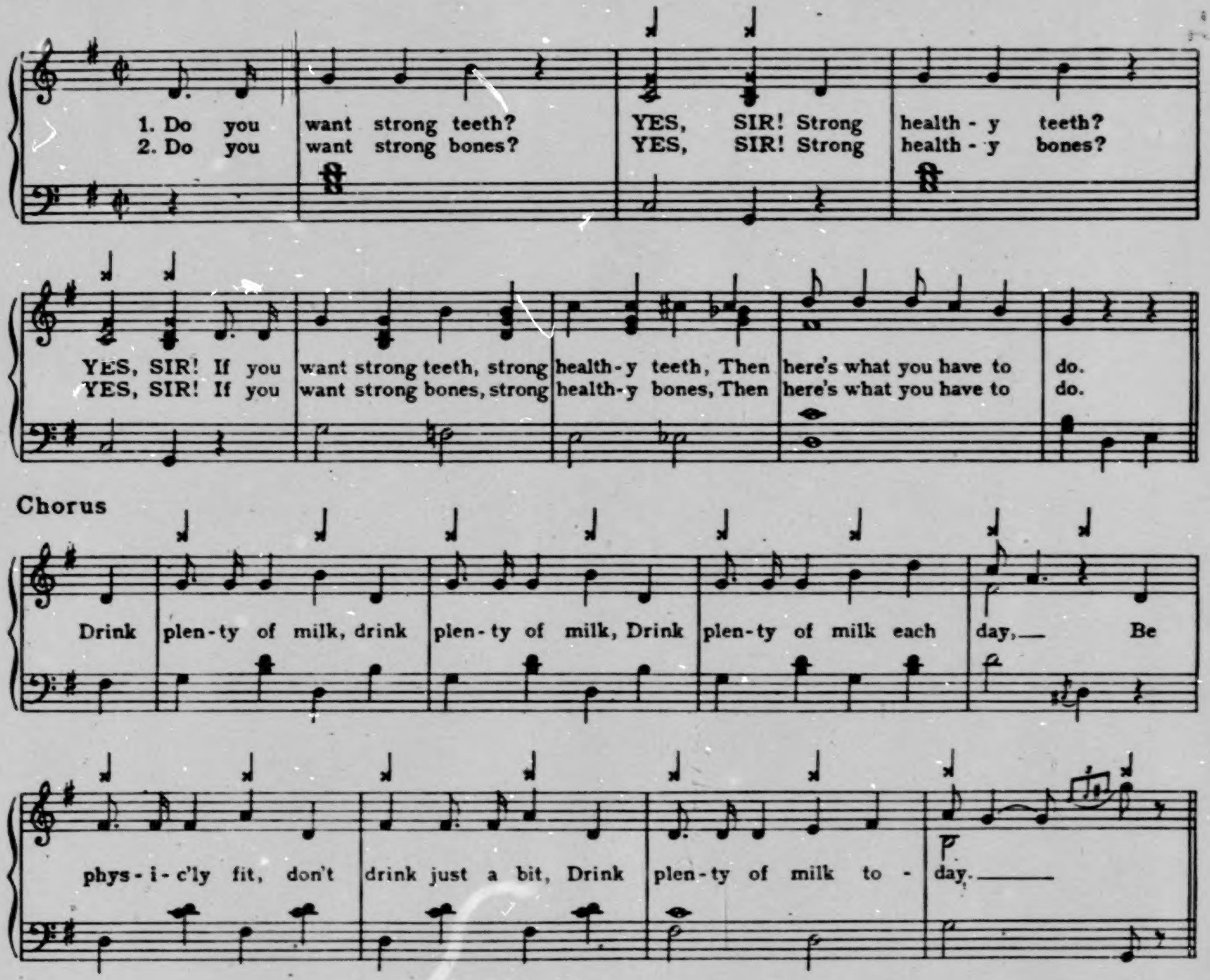
List

Have children list as many people as they can that work with foods. (dietician, food chemists, chefs, mothers, home economist nutritionist, waiters, waitress, food sales, etc.)

continued

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Resource Person	Have a resource person speak to the class about value of nutrition - county nurse, Home Ec. teacher, nurse, dietician, etc.	Resource person
Game	Yummy Rummy	Available from: American School Food Service Association $1.25 per game 4101 East Lliff - Denver, Colorado 80222
Activity booklet	Activity Fun 1970 Lots of games, puzzles, etc, concerning nutrition	American School Food Service Assoc. 20¢ per bookler
Record and filmstrip	Alexander's Breakfast Secret	Cereal Institute Inc. filmstrips (available only to Bismarck teachers) 1 - 16 Foods We Eat 2 - 913 Right Foods Help Health 3 - 907 Why Be Healthy 4 - 133 Food For Health (black & White 140 You and Your Food Poster p. 506 8½ x 11 inches A Guide to Good Eating 25¢ per poster $2.50 per mounted poster National Dairy Council
Tasting Session	Bring in unfamiliar fruits and vegetables so the children can taste them. Encourage them to talk about its texture and flavor when they taste it.	
Keep a chart	Keep a chart of the new foods children have tried, letting a child check when he has tasted a food.	


1. Do you want strong teeth? YES, SIR! Strong health - y teeth?
2. Do you want strong bones? YES, SIR! Strong health - y bones?
YES, SIR! If you want strong teeth, strong health-y teeth, Then here's what you have to do.
YES, SIR! If you want strong bones, strong health-y bones, Then here's what you have to do.
Chorus
Drink plen-ty of milk, drink plen-ty of milk, Drink plen-ty of milk each day,— Be
phys-i-c'ly fit, don't drink just a bit, Drink plen-ty of milk to - day.——

= one clap

3. Would you grow up tall? YES, SIR!
Up straight and tall? YES, SIR!
Would you grow up tall, up straight and tall,
Then here's what you have to do.

4. Would you win that game? YES, SIR!
That playground game? YES, SIR!
Would you win that game, that playground game,
Then here's what you have to do.

43c

HOW TO SCORE YOUR DIET

This score sheet is a device by which you can score your diet quickly. Its system has been simplified to avoid awkward decimals, as explained on the inside back cover. Suggestion for using it is to place a check (√) beside each food you have eaten during one day. After you have done this, add the values of these foods on each double page. When all of the pages are in place you may then add up the figures for meat, vegetables, cereals, and so forth, to obtain your total score. Finally, compare these with the recommended daily allowances on the last page. You may then discover what foods you need to add to improve your diet.

The blank pages in the back may be used in planning the pattern of meals in the total day's diet.

The number of foods which could be included in this booklet is necessarily limited. With some foods you will need to figure what is in the food. For example, vegetable stew:

Beef 1 portion
Carrots 1 portion
Potatoes 1 portion
Tomatoes ½ portion
Gravy 1 portion

BREADS AND CEREAL FOODS											
Enriched white or whole grain		1	65	20	2	4	..	..	6	4	5
Bread	1 slice	2	130	40	4	8	..	..	12	8	10
		3	195	60	6	12	..	..	18	12	15
Muffin, plain	1 av.		120	32	3	7	190	..	8	10	6
Roll, plain, pan	1 med.		80	21	2	5	75	..	7	6	5
Pancake	1 (4" × 4")		60	18	4	4	50	..	5	6	3
Waffle	1 (5" × 5" × ½")		216	70	14	14	270	..	14	20	10
Cereal, cooked											
Oatmeal or rolled oats	½ cup		75	25	1	8	..	..	11	3	2
Wheat	½ cup		70	28	1	7	..	..	9	5	7
Cereal, ready-to-eat, flakes	1 cup		115	27	1	9	..	..	12	4	14
puffed	1 cup		49	12	..	4	..	..	7	2	11
sugar-coated	1 cup		110	12	3	5	..	..	13	2	10
Crackers, graham	1 cracker		30	5	..	1	..	..	2	1	1
soda	1 cracker		30	7	..	1	..	..	1	1	..
Egg noodles, enriched, cooked	1 cup		107	35	1	8	60	..	22	10	17
Macaroni, rice, spaghetti unenriched, cooked	1 cup		209	62	2	7	..	..	3	2	7
ATS											
Bacon	1 strip, crisp		50	18	..	2	..	..	4	2	3
Butter or fortified margarine	1 teaspoon		35	..	..	..	165	..	..	..	..
Cream, light (coffee)	2 T. (⅛ cup)		60	8	2	..	250	..	..	2	..
heavy (whipping)	2 T. (⅛ cup)		100	6	2	..	440	..	..	4	..
Shortenings (Add these values to any fried food not given a listing as fried.)											
Beef suet, rendered	1 T.		120	2	..	..	70	..	..	..	..
Homogenized vegetable	1 T.		110	..	..	..	..	..	..	..	..
Lard	1 T.		125	..	..	..	..	..	..	..	..
Foods with high fat content											
Gravy (with milk)	¼ cup		100	25	7	2	225	..	4	11	2
Mayonnaise	1 T.		90	2	..	1	35	..	..	..	..
Salad dressing (French)	1 T.		60	1	..	..	..	..	..	..	..
White sauce (medium)	2 T.		50	13	4	1	165	..	1	5	1
WEETS											
Chocolate-coated candy bar	2 oz.		270	52	5	14	..	..	3	9	3
Honey, strained	1 T.		60	1	..	2	..	..	..	1	..
Jam, jelly, syrup	1 T.		55	..	..	..	..	..	..	..	..
Molasses, medium dark	1 T.		45	..	6	12	..	..	..	..	..
Sorghum	1 T.		50	..	3	24	..	..	2	3	6
Sugar, granulated	1 T.		50	..	..	..	..	..	..	..	..
brown, dark	1 T.		50	..	1	4	..	..	..	..	..
VERAGES											
Chocolate malted milk shake	1 serving (8 oz. milk)		500	130	42	13	900	4	19	65	5
Cocoa or chocolate	1 cup (6 oz. milk)		180	70	22	9	300	2	8	33	3
Grape juice, sweetened	3 oz.		70	4	1	3	..	..	4	5	2
Soft drinks	1 bottle (6 oz.)		80	..	..	..	..	..	..	..	..
TOTAL CEREALS, FATS, SWEETS, BEVERAGES			____	____	____	____	____	____	____	____	____

Food	Size of Serving		Calories	Protein	Calcium	Iron	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin
PROTEINS											
Milk											
Whole	1 cup (8 oz.)	1	165	85	28	2	390	3	10	40	3
		2	330	170	56	4	789	6	20	80	6
		3	495	255	84	6	1,170	9	30	120	9
		4	660	340	112	8	1,560	12	40	160	12
Evap., vitamin D enriched	½ cup + ½ cup water		175	88	30	2	500	2	6	45	3
Skim, and nonfat buttermilk	1 cup (8 oz.)		85	85	30	2	10	3	9	45	3
Vitamin D enriched	1 cup (8 oz.)		165	85	28	2	385	2	10	40	2
Meats and Fowl (For all fried meats and fowl, add 100 calories per serving.)											
Bacon, crisp	(See Fats)										
Beef, lamb, mutton, veal (roasted or broiled)	1 serving (¼ lb.)		240	190	1	25	..	..	6	15	40
Frankfurter, cooked	1 average		125	70	..	6	..	..	8	9	12
Hamburger, lean, cooked	1 large patty (¼ lb.)		300	182	1	27	..	..	6	14	37
Liver, cooked	1 serving (¼ lb.)		140	200	6	70	44,000	30	26	530	140
Liverwurst, braunsweiger	1 slice (15 per lb.)		80	50	..	16	1,730	..	5	34	14
Other luncheon meats	2 slices		85	60	1	10	..	..	5	5	5
Pork or ham (roasted)	1 serving (¼ lb.)		300	165	1	25	..	..	80	19	43
Pork chops, cooked	1 loin chop		300	165	1	25	..	..	80	19	43
Pork sausage, cooked	2-in. patty		185	65	..	10	..	..	20	10	13
Broiler	½ medium (½ lb. meat, no bone)		334	440	3	30	..	..	17	35	220
Fowl, roasted or stewed	1 serving (¼ lb.)		200	200	2	20	..	..	8	15	100
Fish and Shellfish (For all fried fish, add 100 calories per serving.)											
Cod, haddock (cooked)	1 serving (¼ lb.)		170	180	1	5	..	..	5	9	20
Halibut (cooked)	1 serving (¼ lb.)		200	210	2	8	500	..	6	6	90
Lobster meat, cooked	⅔ cup		90	185	7	8	..	..	3	7	20
Oysters, raw	5 – 8 medium		85	100	9	56	320	..	15	20	12
stew	4 oysters + 1 cup milk		320	150	35	38	1,060	3	19	55	11
Salmon, canned with bones	1 serving (⅗ cup)		140	205	19	8	70	..	3	18	80
fresh, boneless	1 serving (¼ lb.)		290	210	2	6	460	..	12	25	80
Sardines, canned	1 sardine		100	90	19	20	15	..	5	15	37
Shrimp, canned or cooked	4 – 6 medium		65	135	6	16	30	..	1	2	10
Tuna, canned	½ cup		200	290	1	14	80	..	5	12	130
Eggs (For fried egg, add 100 calories.)											
boiled or poached	1 medium		80	60	3	15	550	..	5	14	..
omelet or scrambled	1 egg + 2T. milk		106	68	5	13	640	..	5	17	..
Cheese											
American cheddar	1 in. cube (1 oz.)		115	71	20	3	400	..	1	12	..
Cheese spread	1 oz.		105	60	2	..	..	..	..	..	..
Cottage cheese, dry	½ cup		95	195	10	3	20	..	2	90	1
creamed	½ cup		155	205	12	5	270	..	..	34	1
Processed cheese	1 oz.		90	50	17	..	..	..	..	..	..
Nuts											
Almonds	12 – 15		90	28	4	7	..	..	4	10	7
Peanuts	12 – 15		85	40	1	3	..	..	5	2	24
Pecan or walnut halves	12 – 15		100	20	1	4	7	..	8	2	2
Peanut Butter	1 T.		90	40	1	3	..	..	2	2	24
TOTAL MILK, MEAT, FISH, EGGS, CHEESE, NUTS			____	____	____	____	____	____			

VEGETABLES

Asparagus, cooked	⅔ cup	20	21	2	10	1,010	23	13	17	12
canned green	6 medium stalks	20	21	2	19	800	18	6	8	10
Beans, green, cooked	½ cup	15	9	3	4	315	5	4	6	3
canned	½ cup	20	12	4	15	500	5	4	5	4
lima, green, frozen, cooked	½ cup	110	65	5	19	280	20	10	7	8
Beets, cooked	½ cup	35	8	2	6	15	5	2	4	2
Broccoli, cooked	⅔ cup	30	33	13	13	3,500	75	7	15	8
Brussels sprouts, cooked	½ cup	30	30	2	9	280	33	3	8	4
Cabbage, raw	½ cup	15	7	2	3	50	25	3	3	2
cooked	½ cup	20	12	4	4	75	25	4	4	3
Sauerkraut	⅔ cup	25	14	4	5	40	15	3	6	1
Carrots, raw	1 large	40	12	2	8	12,000	3	6	6	5
cooked	⅔ cup	20	5	2	5	9,400	3	4	4	3
Cauliflower, cooked	½ cup	15	15	1	7	50	17	4	5	3
Corn, cooked	1 ear 5" long	85	27	1	6	400	8	11	10	14
canned	½ cup	90	39	3	7	200	7	4	7	12
Dried navy beans, peas, cooked	½ cup	115	70	5	25	.	..	6	6	10
Leafy greens										
Beet tops, spinach, cooked	⅔ cup	30	25		25	10,000	33	8	20	6

Lettuce	⅙ head	10	5	2	2	100	4	2	3	2
Celery	2 pieces									
Cucumber	8 slices									
Onions, egg plant, cooked	½ cup	40	10	3	6	80	8	3	4	3
Peas, green, cooked	½ cup	60	38	2	15	600	12	20	11	20
canned	½ cup	70	36	3	17	550	8	10	5	8
Potatoes										
Sweet, baked	1 medium	180	26	4	11	12,000	30	12	8	9
Sweet, canned	½ cup	100	20	3	8	9,000	15	5	4	5
White, boiled, peeled	1 medium	85	20	1	7	20	15	9	3	10
baked, without skin	1 medium	100	24	1	8	20	17	11	5	14
French fried, shoestring	10 pieces	200	27	2	10	25	15	9	6	17
hashed brown	½ cup	240	33	2	12	30	7	8	6	17
Pickles, sweet cucumber	1 medium	10	1	1	1	10	..	..	..	..
Dill	1 large	15	9	4	2	420	8	..	8	..
Rutabagas, cooked	½ cup	25	6	4	3	270	16	4	6	5
Squash, winter, baked	½ cup	50	19	2	8	6,000	7	5	15	6
Tomatoes, canned	½ cup	25	12	1	7	1,250	20	7	4	8
juice, canned	½ cup	20	10	1	4	1,050	16	5	3	8
raw	1 medium	30	15	2	9	1,650	35	9	6	8
Turnips, cooked	½ cup	25	8	4	5	..	18	4	6	4
tered vegetables, add per serving:		50	..	...	..	200	..	..	..	..
ried, add 100 calories per serving.										

TOTAL VEGETABLES

43h

FRUITS (For sweetened canned or frozen fruit, add 50 calories per serving. For sweetened fresh fruit, add 20 calories per tsp sugar used.)

Apple, raw	1 medium	75	4	1	4	120	6	5	4	2
Applesauce, sweetened	½ cup	90	3	1	5	40	1	3	2	1
[illegible]cots	2-3 medium	50	10	2	5	2,800	7	[illegible]	5	8
Banana	1 medium	130	18	1	9	650	15	6	8	10
Cantaloupe	½ (4½" diam.)	30	9	3	6	5,000	50	8	6	7
Cherries, sweet, raw,	15 large	60	11	2	4	620	8	5	6	4
sour, canned, unsweetened	½ cup	50	8	1	3	720	6	3	2	6
Citrus – orange, grapefruit, lemon	1 orange or lemon or ½ grapefruit or ½ cup juice	50	9	3	4	180	50	8	3	3
Cranberry sauce	2 T.	40				6	4	..	..	..
Dried dates, figs, raisins	¼ cup	80	5	3	9	15	..	4	3	6
Fruit cocktail, canned	½ cup	90	5	1	5	205	3	2	2	5
Grapes	1 bunch (22 to 24)	70	14	2	6	80	4	6	4	2
Peach, raw	1 medium	50	5	1	6	880	8	2	5	9
Pear, raw	1 medium	60	1	2	3	20	[illegible]	2	4	1
Pineapple, canned, sweetened	½ cup	100	5	4	8	100	12	10	2	2
fresh, unsweetened	½ cup	50	4	2	3	130	24	8	2	2
Plums, raw	2 medium	50	7	2	5	350	5	6	4	5
Prunes, cooked, unsweetened	4 medium	85	7	2	13	550	..	2	5	4
Raspberries, blackberries	¼ cup	60	10	4	9	200	25	2	7	3
Rhubarb, cooked, sweetened	⅓ cup	140	3	..	2	16	2	..	..	..
Strawberries	10 large	40	8	3	8	60	60	3	7	3
Watermelon	6" diam. × 1½"	170	3	4	12	3,540	35	30	30	12

DESSERTS

[illegible]s									
Angel	1/10th of 10" cake	150	35	..	1	..	..	..	6	1
Chocolate, white icing	1/12th of 9" cake	360	30	2	5	260	..	2	7	1
Fruit	3" × 3" × ½"	140	20	4	10	150	..	6	6	4
Plain, white icing	3" × 2" × 1¾"	300	38	8	3	450	..	2	5	2
Cookies, plain, sugar	2 (3" diam.)	130	20	1	4	50	..	6	6	4
Chocolate brownie	2" × 2" × ¾"	140	18	1	5	230	..	4	4	2
Fruit nut (rich)	2 (3" diam.)	230	15	1	5	20	5	3	3	..
Custard, baked	½ cup	200	90	16	10	600	..	8	30	1
Doughnuts, cake type	1 medium	140	20	1	6	40	..	7	6	5
raised	1 medium	120	20	2	4	70	..	7	5	5
Gelatin dessert, plain	½ cup	70	16		..	..	..	..	..	..
Ice cream, vanilla	½ cup (⅛ qt.)	150	28	9	1	370	1	3	13	1
Pies										
Blueberry	⅙ of 9" pie	370	10	1	7	170	5	3	3	4
Cream filling, with meringue	⅙ of 9" pie	350	75	5	8	300	..	7	24	2
Fruit (apple, peach, cherry)	⅙ of 9" pie	380	40	2	6	500	2	5	4	6
Pumpkin	⅙ of 9" pie	330	65	10	20	2,300	..	6	16	5
Pudding, cream style	½ cup	150	45	15	1	200	..	4	20	1

● **TOTAL FRUITS and DESSERTS** ____ ____ ____ ____ ____ ____ ____ ____ ____

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA ________________

SUGGESTED GRADE LEVEL ________________

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? ______________; Grade level? ______________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Children list and explain in a written paragraph, at least two talents or abilities that would be necessary to become a professional athlete.

SUGGESTED SUBJECT AREA Reading, Physical Ed. Health

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children list favorite athletes in the different sports and then write a story about one of them. Athletes may be professional or amateur.	1. A good time to do this activity is during the world series and the start of professional and high school football. Children of this age are beginning to be very interested in athletics. Discuss the various athletes the children wrote about. Discuss the difference between professional and amateur athletes. Discuss what some of the advantages and disadvantages of being a professional athlete. Explain to the children that most professional athletes are also trained in another area. (Ex. Gary Quasso, Minnesota Vikings quarterback is also a dentist) Discuss the success and failure of athletes and how they must cope with them. (Ex: 370 hitter going into a batting slump.)	Books: Basketballs for Breakfast Babe Ruth Johnny Unitas *"Stretch" p. 147-152 from I Build, Belong and Believe American Book Company Triple I Series Pro Footbal Heroes, Gelman Baseball Life of Willy Mays, Greene Pro Basketball Champions, Vecsey
Speaker	An Amateur could speak to the class about careers in sports.	Resource person an amateur athlete such as a high school athlete.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA ________________

SUGGESTED GRADE LEVEL ________________

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS

Teacher Evaluation:
1. Did this activity apply to the suggested subject area? ________________; Grade level? ________________.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
    a. What additions or deletions could you suggest in the activity and technique column?
    b. Could you suggest additional resource materials for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Children list and explain in a written paragraph, at least two talents or abilities that would be necessary to become a professional athlete.

SUGGESTED SUBJECT AREA Reading, Physical Ed. Health

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children list favorite athletes in the different sports and then write a story about one of them. Athletes may be professional or amateur.	1. A good time to do this activity is during the world series and the start of professional and high school football. Children of this age are beginning to be very interested in athletics. Discuss the various athletes the children wrote about. Discuss the difference between professional and amateur athletes. Discuss what some of the advantages and disadvantages of being a professional athlete. Explain to the children that most professional athletes are also trained in another area. (Ex. Gary Quasso, Minnesota Vikings quarterback is also a dentist) Discuss the success and failure of athletes and how they must cope with them. (Ex: 370 hitter going into a batting slump.)	Books: Basketballs for Breakfast Babe Ruth Johnny Unitas *"Stretch" p. 147-152 from I Build, Belong and Believe American Book Company Triple I Series Pro Footbal Heroes, Gelman Baseball Life of Willy Mays, Greene Pro Basketball Champions, Vecsey
Speaker	An Amateur could speak to the class about careers in sports.	Resource person an amateur athlete such as a high school athlete.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Developing positive self concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activity 2,3,4 children will demonstrate a healthy attitude toward play by listing three rules of fair play.

SUGGESTED SUBJECT AREA Reading, Physical Ed, Health

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
2. Children share baseball and football cards with class or clippings from the local newspaper telling about the local athletes	2. This is a good fifteen minute reading or language class. Children enjoy reading facts about their favorite players. Good time to discuss the importance of schooling in developing their interests.	
3. Listen to a World Series game.	3. Children could be drawing pictures or writing stories about various players while listening.	Radio
4. Teach the class the school song of the local high school or schools.	4. This enables the children to take an active part in the local games when their parents take them.	Copies of local high school pep song. * 179 Getting Angry BFA 10 min. - color * 616 Telling the Truth BFA 10 minutes - color * 615 Playing Fair 10 minutes - color * 280 Getting Along With Others BFA - 10 min. Color

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activities 5, 6, 7 and 8 students will demonstrate an understanding that people work for various rewards and satisfactions and each student will be able to state at least two reasons why people work.

SUGGESTED SUBJECT AREA Reading, Physical Ed. Health

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Children research the history of the olympics and recent heroes of the Olympics games. Ex: Jim Thorpe Wilma Rudolph Paul Anderson	5. Children research the purpose for the establishment of the Olympic Games. They should be made aware of The fact that these athletes train very hard for a satisfaction and reward other than monetary and that they must be able to be either a gracious winner or loser.	Encyclopaedias Tape Recorder Gunny sacks, relay baton, ties, ribbons taped to lollipops *I Build, Belong, and Believe "It Pays" pg. 214-219 ABC *I Can, Complete and Care ABC "My Names Jackie, Too!" pg. 12-18 "Who Gets the Ball?" pg. 51-57 "Willy" pg. 206-212 *I Do, Dare and Dream ABC "The Trainer" Pg. 51 "Stan Musial" pg. 60 "A Team or a One Man Show" pg. 265-272 *I Earn, Explore and Excel ABC "The Chief Diver" pg. 48 "The Basket Ball Twins" pg. 205-213
6. Children record reports	6. For an evaluation children record their own research reports. They can be played back for Language or Reading class.	
7. Lollipop Olympics	7. In the spring you may want the class to have their own Olympics They might participate in such events as a 75 yard dash, three legged race, sack race, relays and soft ball throw. Prizes may be blue, red and yellow ribbons taped to corresponding color lollipops.	
8. Resource person	8. Invite an athlete to visit classroom.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to explain in a paragraph how locality affects work availability.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1. People move to certain areas because of work availability and because of locality.	1-2 Parents
2. Interview parents on change	2. Find out which parents have changed jobs, why and how many times.	
3. Graph results of change	3. After interviews, graph the results into a simple graph. Do as a class project.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list two things we can do with money we have earned and state the advantage of doing each thing chosen.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Study of money - This activity can be correlated into math when you work with values of the different pieces of money.	1. Show pictures of children doing jobs, such as mowing the grass, raking, babysitting, running errands, paper boy, etc. 2. Ask the class if they have ever done a job and received money for it. 3. Ask the class what are some of the things we could do with the money we earned. 4. When someone mentions saving money, ask where we save money. 5. Talk about what happens to the money if we save it in the bank. Why do people save money in a bank? 6. Talk about spending money, how to get the most for our money. 7. Have children bring in advertisements from the paper. 8. Have one child take the role of a storekeeper - One child the customer. The customer will use one or more of the advertisements and hand money to the storekeeper who must make the correct amount of change.	Banker visit the class or class visit a bank. Film: It's All mine, Color, 20 min. Available free from Dakota National Bank Bismarck, ND *What Can Money Do? Jean Barr Albert Whitman and Co. *At the Bank, Elinor Rees Melmont Publishers, Inc. *I Want to Be A Sales Clerk Eugene Baker, Children's Press - 1969

SUGGESTED CORRELATION FOR THIS ACTIVITY:

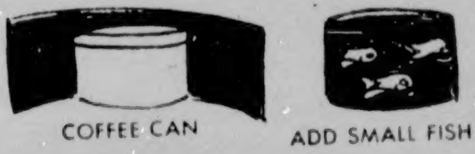
CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Resource person	9. Discuss the banker and other bank employees. Invite those available to come.	
Order from a catalog	10. Bring in several catalogs and allow the children to choose several items from the catalog and add up the cost.	Catalogs
Order from a real or original menu.	11. Have children choose a meal from a menu - (each item separately) and total up the cost of their meal.	Menu - from a cafe or teacher prepared original menu

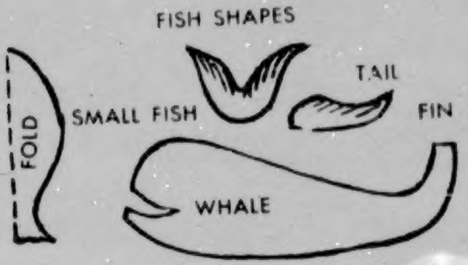
A SCHOOL SAVINGS PROJECT

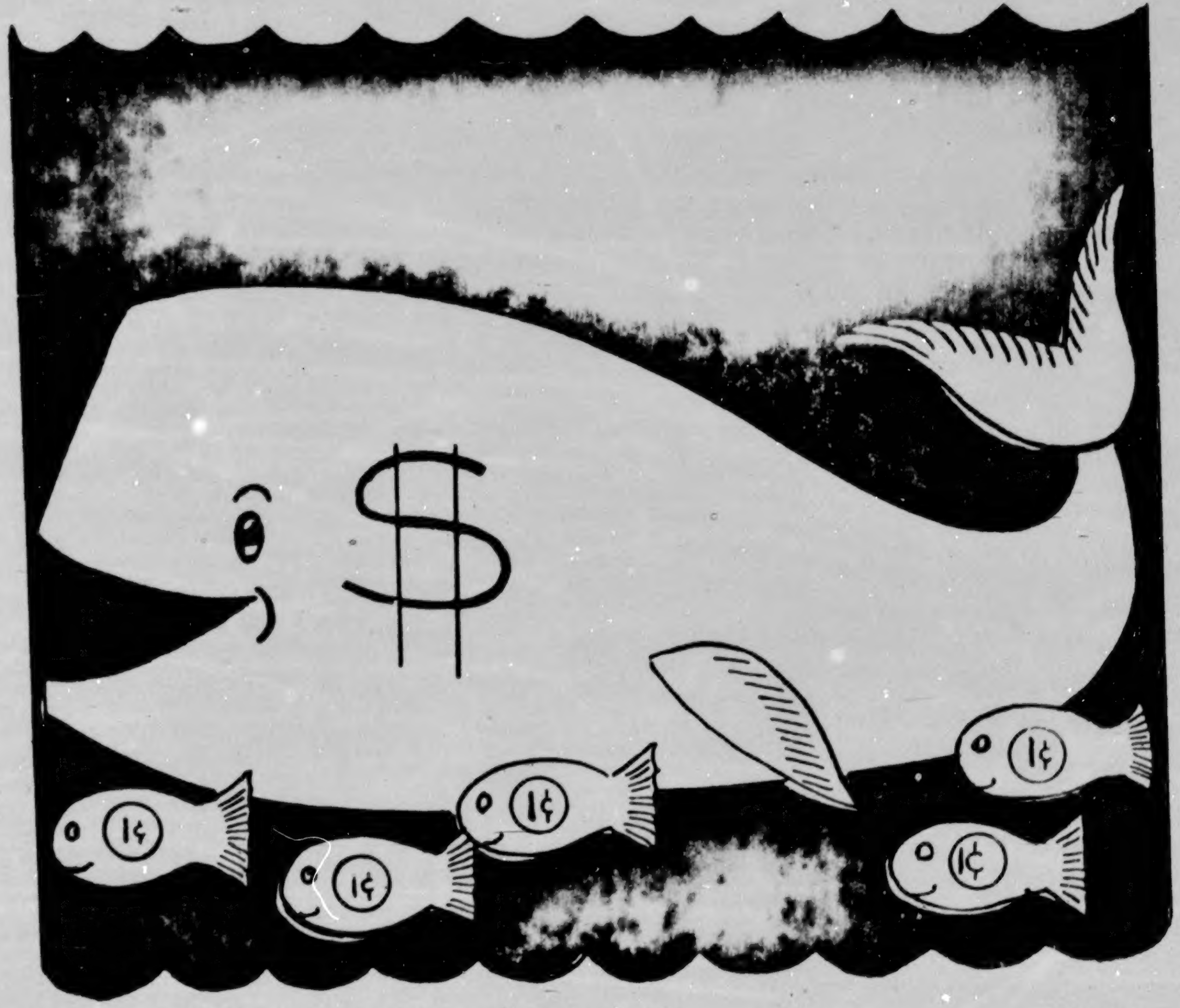
School savings begin at HOME. Encourage thrift by having each child cover a coffee can with blue construction paper. Paste little paper fish shapes all over, each one having a dollar sign printed on it. Slits may be punched in the cover, if desired. The bulletin board encourages the class to bring the money saved in these banks and deposit it in the school savings plan. A huge black whale (with a dollar sign as shown) is stapled to a blue water-effect background. Water wave scallops are made at the top and bottom. Add yellow fish, each having a penny glued to its side.

CHILD'S COFFEE CAN BANK


COFFEE CAN
ADD SMALL FISH

BULLETIN BOARD


FISH SHAPES
TAIL
FIN
SMALL FISH
FOLD
WHALE



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to list three workers involved in either the music, theater or art industry and will be able to display their talents by participating in the class plays, art shows musical and talent show.

SUGGESTED SUBJECT AREA fine arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children make lists of workers involved in the music industry theater and art.	1. Teacher breaks class down into small groups and asks each group to "brainstorm" on the people involved in the music industry. Children make lists in small groups and then share with whole class. Teacher can encourage discovery of other jobs; example - composers, lyricists, instrumentalists, performers, managers, sheet music and record manufacturers and the industries involved such as coal, paper,etc. Teacher may use this same process at various times in the year for the theater and art units.	1. Song "The Orchestra", P. 108-109 Expressing Music ABC 81-93 p. 104-107 p. 119-121 The Cat In the Hat Song Book Dr. Seuss,Random House Books & Stories *"Ernesto" p. 215-222, I Can, Compete and Care, American Book Co. *"Trini Lopez" p. 156-158 "Danny Kaye" p. 220-221 from I Do, Dare and Dream, American Book Co. *"The Music Maker" p. 140-153 "Philadelphia Girl" p. 230-240 I Find, Follow and Finish, Am. Bk. Co.
2. Children bring favorite records to play in school.	2. Teacher may set up times during a week, perhaps during art, when the children's records can be played and discussed as to type of music. artist etc. Good records for teachers to share are records by the Carpenters and Partridge Family.	2. Records brought from home.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
3. Class Talent Shows	3. Have at least two talent shows a year. Children choose their own talent, and practice at home to present in class. Other classes or parents might be invited.	3. "Lucky Luke"p. 12-18 *I Build, Belong and Believe American Book Co.
4. Present a class musical	4. This is a good project for parents day to be presented the Friday before Mother's Day. Children audition for the parts they desire. Committees are established for costumes, programs invitations, ushers, corsages, etc. Floral industry can be studied at this time.	4. "Cinderella" Music For Young Americans American Book Company "Try Out and See" p. 98-104 * I Build, Belong and Believe American Book Company
5. Introduce the world of art.	5. For the first art classes of the year, have the children research famous old masters. They can also list industries connected with art, such as paper, paint, plaster rock, etc.	5.* "The Little Boy", p. 30-31, I Build, Belong and Believe, Am. Book Co. * "Tony's Wall", p. 31-40 I Can, Compete and Care, American Bk. Co * "No Cages for Me" p. 25-31 I Do, Dare and Dream, Am. Bk. Co * "The Picture" p. 284-292, I Earn, Explore and Excel, Am. Bk. Co "The Eye of the Camera" p. 155-163 I Find, Follow and Finish , Am. Bk.Co Song -"Exploring Color", p. 103 Expressing Music ABC

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Have children learn different art techniques.	6. Children study mosaics, sculpturing, collages, paper techniques and different paint techniques. Have children submit work from either art class or independent work for art shows.	
7. Set up art show for every other month.	7. Have art shows (can be displayed in the hall) every other month.	7. Children's art
8. Introduce the world of the theater. Work on plays for the month.	8. Discuss the theater, acting, make-up, directing, etc. Divide children into groups. Have each group choose a play which is pertinent to the month. They set up their own committees on costumes, make-up parts, etc.	8. "My Story" p. 3-9 "My Kid Sister" p. 31-36 "Hard Work" p. 245-251 from *I Can, Compete, and Care, American Bk. "Leading Man" p. 209-211 * I Find, Follow, and Finish, American Book Co. Chp. 6 Playacting Stories pp. 139-157 Our Language Today American Book Co.

APPENDIX B

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (Letter for this purpose attached) Form xx

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?", before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Form xx

Dear ______________________

My students are studying ____
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade ________
Number of students _______
Description of facilities and equipment available ____________________

____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

APPENDIX C

FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

    a. Is this person's work useful? How?

    b. Would you like this type of work?

    c. What characteristics do you have that would be valuable in this work?

    d. What must you improve on if you were to go into this line of work?

FIELD TRIPS

Guidelines:

I. Set up plans:

A. Plan type of trip

Are students interested in going?

Is trip justifiable? (Can classroom provide same learning?)

Reason for taking trip:

1. Develop awareness of different workers
2. Helping them observe working conditions
3. Awareness of interdependence of workers.

B. Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
   Develop form-sheet for the tour of business place
4. Contact business tour establishment
   a. Permission to come and deffinite date and time
   b. Information given them
      1. Number of children
      2. Age and grade level
      3. What material covered by children previously
      4. Questions they might ask
      5. Workers children may question
      6. Do you have materials you would like us to go over beforehand or hand out on tour?
      7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:

1. Working condition
2. Training of workers
3. Duties of workers
4. Clothes they wear - appropriate
5. Numbers of workers
6. Safety
7. Do they like this work?

Our preparation for trip:

1. Appropriate clothing
2. Safety - conduct on tour
3. Courtesy (going and at tour base)
4. Departure time

D. Follow-up

1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
2. Discuss observations (C)
3. Were all your questions answered?
4. Which of these workers would you like to be?
5. What did you learn on this trip that you didn't learn in classroom?

THIRD GRADE FIELD TRIP GUIDELINE SUGGESTIONS

Job Specifics:

Please spend more time telling the children more specifics about titles of workers, education or training needed, and uniforms or special materials needed. It would relate better to our trips purpose. A general tour is not really teaching the children about the world of work. Also, a mention of social attitudes and habits which are essential - getting along with others, accepting responsibilities, punctuality, initiative, etc. will impress upon the children that these must also be developed at an early age to be successful in a job later.

Guides:

If each business would designate a certain person to be the tour guide throughout the whole schedule it would be more uniform in information disseminated. An alternate guide should be ready to substitute. He could be oriented in the same areas as the regular guide.

A periodic stop in certain areas to observe certain jobs and workers are more meaningful.

Before the tour starts it would help if the guide could talk to the group in a more quiet area and tell the children what to be looking for, safety hazards, and set up a few ground rules while visiting.

The children do not like to be "talked down" to, but rather in a language which they can understand. (clear, but not too technical)

Materials Handed Out:

Uniformity of materials taken home eliminates jealousy between students upon return.

Groupings of Children:

The children should be split into small enough groups so that all children will benefit from the field trip. Many places are too small to accomodate comfortably the whole group at one time. This will also help the children to hear the guide and thus become less restless.

KFYR TV

This trip should be scheduled when a majority of the workers are on their jobs. Another problem we encountered was the difference in the length of field trips.

1. Workers could tell about their particular job.
2. Give children time to do some observing after being told about it.
3. Split into groups
4. Told about broadcasting - important to speak loud enough and clear enough to be understood by everyone.
5. Explain some of the machines and tell why they are used.

Morning Pioneer

Excellent trip - "Hand Outs" weren't always uniform, but they enjoyed what they did get. Could move a little slower to give the children the opportunity to notice everything. Find out:

1. Number of workers involved at this place.
2. Duty or duties of workers - when in the day they work
3. Safety
4. Appropriate clothing
5. See machines and find out function of machines from beginning until finished product.
6. How they are delivered

KBOM RADIO

Maybe two tour guides when group is split

Same as last year

KXMB

Perhaps group could be split into smaller groups. Guide was good, but rooms were crowded. Tour was well done.

THIRD GRADE FIELD TRIP GUIDELINE SUGGESTIONS

POOR ROGER'S SURPLUS

1. Explain workers and their duties - training of workers

2. Show us the steps from the beginning until the final product

3. Number of workers involved

AIRPORT

Same as last year - If the National Guard area is included again, some sort of guide should be used. The children were told they could run and go into any plane they wanted to. (Some got very crowded and the children got wild)

APPENDIX D

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward Street
Hollywood, Calif. 90038

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Association-Sterling Films
512 Burlington Avenue
LaGrange, Ill. 60525

Benefic Press
10300 W. Roosevelt Rd.
Westchester, Ill. 60153

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren Street
Chicago, Ill. 60607

The Child's World, Inc.
515 N. Front St.
Box 711
Mankato, Minnesota 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, Pa. 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin, Illinois 60120

Communico
1735 Administration Dr.
St. Louis, Mo. 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N. Y. 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Dillon Press
108 Washington Ave. N.
Minneapolis, Minn. 55401

Walt Disney Production
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, New York 10016

Doubleday & Company
501 Franklin Ave.
Garden City, N. Y. 11530

Edu-Craft
(see Denoyer Geppert)

Educators Progress Service, In.
212-214 Center Street
Randolph, Wis. 53956

Educational Progress Corp.
8538 E. 41st Street
Tulsa, Okla. 74145

Encyclopedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, Illinois 60025

Eye Gate House
146-01 Archer Street
Jamaica, New York 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, Illinois 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, Minn. 55421

Guidance Associates
Pleasantville, N. Y. 10570

Harper & Row Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, N. Y. 10533

Hawthorne Book, Inc.
70 Fifth Avenue
New York, N. Y. 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, Ohio 43216

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, Ill. 60134

Imperial Film Co.
4404 S. Florida Avenue
Lakeland, Florida 33803

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, New York 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, Ill. 60305

McGraw-Hill Book Co.
330 W. 42nd St.
New York, N. Y. 10036

Melmont Publishers
(Children's Press
handles Melmont)

Milton Bradley Aids
74 Park Street
Springfield Mass. 01102

National Dairy Council
111 North Canal Street
Chicago, Ill. 60606

National Gallery of Art
Extension Service
Washington, D. C.

G. P. Putnam
200 Madison Ave.
New York, N. Y. 10016

Radim Film
220 W. 42nd St.
New York, N. Y. 10036

Random House
201 East 50th Street
New York, New York 10022

Richard Rosen Press
29 E. 21st Street
New York, N. Y. 10010

Rider College
Public Information Unit
Trenton, New Jersey 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, Mo. 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Science Research Assoc.
259 E. Erie Street
Chicago, Ill. 60611

Sextant Systems
3048 N. 34th Street
Milwaukee, Wisc. 53210

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N.W. Highway
Park Ridge, Ill. 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Avenue S.
New York, N. Y. 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Tompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake, Minn.

U. S. Government Printing Off.
Superintendent of Documents
Washington, D. C. 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, N. Dak. 58102

VISTA
1111 18th St. N. W.
Washington, D. C. 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, N. Y. 10022

Weekly Reader
(see Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, Pa. 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, Ill. 60606

John Wiley & Sons
605 Third Ave.
New York, N. Y. 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, Ill. 60473

APPENDIX E

INTERVIEWING GUIDELINE

Intermediate Grades

PURPOSE

We see the purpose of an interview to be an accurate personal way to obtain information. A famous social scientist, Gordon Allport, once said, "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them."

Interviewing can be used as an effective way for students to gain insight into a wide variety of jobs and workers.

METHOD AND TECHNIQUES

The following rules, which also apply to professional interviewers, generally should be followed by children.

1. The purpose of the interview, or some orientation to the interview, should be given at the start.

2. The interviewer should be friendly. He should seek to elicit and maintain the cooperation of the respondent.

3. The questions should be asked exactly as stated, and usually in the order given.

4. The responses should be reported as given. The interviewer should not show that he either agrees or disagrees with the answers. (It might be a good idea to have interview teams of two for each interview - one person to ask the questions and probe for the answers, the other to record what is being said.)

5. The interviewer should prompt or probe for some answers. This should be done especially when the answer is not clear, when it is very brief, or when the respondent is reluctant to answer. This is especially important.

PREPARATION FOR INTERVIEWING

1. Students should be aware of the purpose of the interview and also what the information will be used for.

2. Students should know who they will interview and contact that person for permission before the actual interview.

3. Role-playing should be used in the classroom as practice sessions.

4. Survey possibilities for interview in your community through the yellow pages.

5. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the question, or he may not have enough detailed information that the student is seeking.

QUESTIONAIRE

Person Interviewed ______________________________

Person Interviewing ______________________________

Date ______________________________

I. Name of Occupation

General ______________________________

Specific Name ______________________________

II. Information About A Job

1. What are the different types of workers found in your plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are your job duties?

5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?

"Buy North Dakota Products"